DOCUMENT RESUME

ED 335 778 EA 023 255

TITLE	Wisconsin Educational Standards: A Blueprint for Excellence. Bulletin No. 91470.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE	May 91
NOTE	158p.
AVAILABLE FROM	Publication Sales, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Certification; Curriculum; Elementary Secondary Education; *Excellence in Education; Graduation Requirements; High Risk Students; Instruction; Kindergarten; Library Standards; Personnel Evaluation; Remedial Reading; School Counseling; *School Effectiveness; School Health Services; Staff Development; *State Standards
IDENTIFIERS	*Wisconsin

ABSTRACT

Wisconsin educators and education policymakers participated significantly in the development of the state's Blueprint for Excellence. The Blueprint's 20 standards are an integrated set of minimal expectations brought together for the purpose of making schools more effective for all students. To help school district decisionmakers review activities in their schools and determine what efforts need to be made to meet the standards, this document gives overviews, administrative rules, questions and answers, and Department of Public Instruction resources for licensure, staff development, remedial reading, kindergarten, days and hours of instruction, guidance, counseling, nursing, library services, safe facilities, health, physical education, art, music, curriculum, instruction, education for employment, children at risk, annual performance disclosure reports, high school graduation standards, personnel evaluations, third grade reading tests, achievement tests, and gifted and talented pupils. (EJS)

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Wisconsin Educational Standards

A BLUEPRINT FOR EXCELLENCE

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION / HERBERT J. GROVER, STATE SUPERINTENDENT

EA 023 255

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Wisconsin Educational Standards:

A Blueprint for Excellence

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

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are available from:

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Wisconsin Department of Public Instruction
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Madison, Wisconsin 53707-7841
(800) 243-8782

Bulletin No. 91470

Revised and reprinted May 1991

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Foreword

Providing kids with the best education possible – that's the bottom line. Wisconsin's 20 school district standards provide the Blueprint for Excellence to achieve the kind of education we all want for our children. It is with enthusiasm, then, that the Department of Public Instruction joins in partnership with the local school districts in meeting the standards.

In a state known for excellence in education, I am well aware that every school district is excellent in some way, but these standards represent a minimum level of quality which all children should be able to expect. The standards were developed through the joint effort of education interest groups representing school boards, superintendents, principals, teachers, and business officials. Likewise, in implementing these standards, school boards through their administrators will find it beneficial – and even essential – to involve school staff as well as community members.

These standards are an opportunity for your district to make your schools even better. For those already meeting the minimum, you have the opportunity to grow; for those moving toward the standards, you have the opportunity to review and revitalize your educational program. The standards are such that each district maintains its own unique and special features while achieving quality.

As you use the standards to improve and build upon excellence in your schools, I encourage you to consider the important role public relations plays in your day-to-day operation. How and what you communicate to staff, parents, entrepreneurs, senior citizens, and the community at large make a difference not only on how the district is viewed but also on how well the district carries out its educational mission.

These are exciting times for education, and these standards provide the Blueprint for Excellence.

Herbert J. Grover
State Superintendent

Wisconsin Standards for School Effectiveness

A Blueprint for Excellence

Wisconsin educators and education policymakers participated significantly in the development of Wisconsin's Blueprint for Excellence. The 20 standards — one-half of them enacted in 1973 and the other half in 1985 — fulfill a state constitutional requirement. Article X of the Wisconsin Constitution requires that the legislature create school districts "as nearly uniform as possible."

The 20 standards focus on children, assuring that youth in Wisconsin have increased opportunities for quality education. By establishing minimum expectations for every district's total education program, the standards signal the clear intent of the state that opportunities will be provided to all children, regardless of where they reside. The 20 standards are a comprehensive and integrated set of requirements intended to guarantee every Wisconsin student equal access to a quality education.

The Standards and School Effectiveness

The 20 standards are based on current education literature and on research about effective schools. Researchers studying schools where students learned and performed at or beyond their ability or expectation found no single component of school effectiveness, just like no one standard, stands apart as the crucial element for school success. All elements must blend together in a mosaic that provides for quality and promotes excellence. The standards are an integrated set of minimal expectations brought together for the purpose of making schools more effective for all students.

The research on effective schools identifies seven key elements all schools must address if all students are to learn:

- a clear school mission and accompanying instruction program
- strong instructional leadership
- high pupil expectations
- an orderly learning climate
- ample opportunity for students to learn
- frequent monitoring of pupil progress
- a high degree of parent and community involvement in the schools

All 20 standards have a direct relationship to one or more of the seven elements of school effectiveness. For example, Standard (k) requires that a written, sequential curriculum plan be developed. This document becomes a part of the school mission statement and outlines the instructional program. The performance evaluation standard (q) and the staff development standard (b) serve to ensure strong instructional leadership. Pupil expectations and monitoring of pupil progress are represented in the reading standard (c) and the testing standards (r) and (s). Requirements dealing with school facilities, safety, health care (nursing), counseling, and materials reflecting the pluralistic nature of

American society — standards (e), (g), (h), and (i) — all indicate a concern about the climate of the school.

The opportunity to learn, as a school effectiveness component, has been represented in the literature of education as "time on task" or "academic engaged time." The opportunity to learn also means having a variety of course offerings in the basic, applied, and special subject areas. Requirements for days and hours of instruction (f), instruction in special subjects (j), and regular instruction (L) all relate directly to giving students an equal opportunity to learn, both in time and in subject matter. Finally, the school effectiveness component of parent and community involvement is represented directly in the performance disclosure standard (o), the education for employment standard (m), and the standard for gifted and talented programs (t).

While merely meeting the minimal level of compliance for the standards does not guarantee effective schools, the standards provide a positive means for school districts to analyze their current conditions and to set goals. The standards serve as an important beginning step in the ongoing school improvement process.

Using the standards as a base, the school district, through its administrative team, should examine the current status of its schools. School personnel should then design a long-range plan — a set of goals and objectives — as the district's commitment to school improvement and educational excellence. This strategic plan should encompass all of the standards, interrelating and combining the requirements. It is through this interrelationship that school improvement will occur.

How a school district goes about implementing these standards depends on its unique local needs and conditions. Two options are suggested.

Districtwide Planning Committee

The process of implementing the standards can fit into the district's public relations plan. By convening a districtwide planning committee made up of individuals who represent various interests in the community and on staff, the district will be involving people who have expertise and interest in the schools. The committee, working under the direction of the administration and school board, can serve as a communications link between the district and community while developing the implementation plan. Subcommittees can be formed for specialized activities, but always with the central coordinating council monitoring the work.

Building Improvement Councils

A second administrative option can be the establishment of school-specific building improvement councils. The make-up or constituency of these councils will vary, depending on the needs and mission of the school. A districtwide coordinating council can be formed from representatives of each building committee, and the flow of activity in this example will be from the school to the district. Much research on learning has determined that the individual school building as an administrative unit is the most effective locus for change and improvement.

A district, depending on local needs and interests, could devise any other coordinative means for reviewing and planning for improvement.

Working Toward Compliance

State statutes and administrative rules set forth the requirements for school districts in meeting the standards and outline the state superintendent's monitoring responsibilities. To serve as a reference point for the information in this guide, the legal language is reprinted below.

Wisconsin Statute 121.02(2). In order to ensure compliance with the standards under sub.(1), the state superintendent shall annually conduct a general on-site audit of at least 20% of all school districts, selected by means of a stratified, random sample. The state superintendent shall audit each school district at least once every five years but may not audit a school district more than once every three years. The state superintendent shall ensure that the audit process involves school board members, school district administrators, teachers, pupils, parents of pupils and other residents of the school district. Nothing in this subsection prohibits the state superintendent from conducting an inquiry into compliance with the standards upon receipt of a complaint.

PI 8.02 Compliance audits. (1) Beginning in the 1988-89 school year, the department shall annually conduct a general on-site audit of at least 20% of all school districts, as required under s. 121.02(2), Stats., selected by means of a stratified random sample. In this section, "selected by means of stratified random sample" means that districts will be grouped according to enrollment and a representative number will be selected randomly from each group. The state superintendent shall audit each school district at least once every 5 years but may not audit a school district more than once every 3 years. Nothing in this section prohibits the state superintendent from conducting an inquiry into compliance with the standards upon receipt of a complaint.

(2) The department shall notify the school district board at least 90 days prior to beginning the on-site audit.

(3) The department shall provide a report to the school district board in writing within 60 days of the end of the on-site visit. If the report indicates that the district is not in compliance with s. 121.02(1), Stats., or s. PI 8.01(2), the school district board or the electors of the school district as provided under s. 121.02(3), Stats., may petition the state superintendent for a public hearing within 45 days of receipt of the audit report. The state superintendent shall hold the public hearing prior to any finding of noncompliance.

PI 8.03 Noncompliance hearings. (1) Upon request of the school board or upon receipt of a petition signed by the number of electors under s. 121.02(3), Stats., the state superintendent, or a person designated by the state superintendent as the hearing officer, shall conduct a public hearing in the school district prior to any finding that a school district is not in compliance with the standards under s. 121.02(1), Stats., or s. PI 8.01(2).

(2) The department shall mail notice of the hearing to the interested parties or their representatives and to representative media in the geographical area of the school district at least 10 days before the public hearing. The notice shall include the time and place of the hearing, and a deadline for submitting written statements.

(3) At the public hearing, all interested persons or their representatives shall be given an opportunity to present facts, opinions or arguments relative to the allegation of noncompliance in the report under s. PI 8.02(3) or in the petition of the electors under s. 121.02(3), Stats. The hearing officer may administer oaths or affirmations to those persons interested in giving testimony, and may question persons giving testimony. The hearing officer may limit the length of oral presentations at his or her discretion and may continue or postpone the hearing to such time as he or she deems appropriate. The department shall keep minutes or a taped record of the hearing.

(4) Any interested person may present written statements of facts, opinions or arguments on the issue of the hearing to the state superintendent, whether or not the person presented oral testimony. The state superintendent or hearing officer shall set a reasonable deadline for the submission of any written statements.

(5) After the public hearing and not later than 90 days after the deadline for submission of written statements, the state superintendent shall issue a written decision on whether the district is in compliance with the standards.

(6) If the state superintendent finds the school district board is not in compliance with the standards, the state superintendent may develop with the school district board a plan for compliance which specifies a time period, not to exceed 90 days, in which compliance must be achieved. Prior to the expiration of the time period, a school district board may submit a written request to the state superintendent for an extension of the time period. The request shall set forth the extenuating or mitigating circumstances that support granting the request and a date by which compliance will be achieved. The state superintendent may grant one extension of the time period, not to exceed one year. The state superintendent shall withhold up to 25% of state aid from any school district which fails to achieve compliance within the specified period, as required under s. 121.02(3), Stats.

Purpose of the Guide

The purpose of this guide is to help school district decision makers review the activities in their schools and determine what efforts need to be made to meet the standards. The basic goal of the Department of Public Instruction and the state superintendent is to use the standards and the required audit process as a foundation upon which effective schools can be built. School improvement can only occur with change, but any change must be based upon solid purpose and principles.

The sections in this guide detail the compliance requirements for each standard. They also provide a rationale for each standard, show interrelationships with other standards, suggest evidence of compliance, and answer commonly asked questions on each standard. Resources available from DPI and other sources are listed. The guide is to serve as a beginning source in a district's implementation of the standards. Even now, long after the September 1, 1988, required implementation date, the guide can serve as a reference in school districts' ongoing efforts to improve and grow.

The Characteristics of Effective Schools and The Standards for Excellence

Clear School Mission	Instructional Leadership	School Climate	Opportunity to Learn	High Pupil Expectations	Monitoring Pupil Progress	Parent and Community Relations
(h) Library-Media Services (j) Health, Physical Education, Art, and Music Instruction (k) Written, Sequential Curriculum	(a) Professional Staff Licensure (b) Staff Development (q) Personnel Evaluation	(g) Emergency Nursing Services (i) Safe and Healthful Facilities	(d) 5-year-old Kindergarten (f) Days and Hours of Instruction (L) Regular Instruction	(n) Children At Risk (p) High School Graduation Standards	(c) Remedial Reading (e) Guidance and Counseling (r) Third Grade Reading Test (s) Achievement Tests	(m) Education for Employment (o) Performance Disclosure Report (t) Gifted and Talented

The following standards may also be related to the effective school characteristics listed above:

(b) Staff Development (L) Regular Instruction (m) Education for Employment (p) High School Graduation Standards (o) Performance Disclosure Report	(e) Guidance and Counseling (o) Performance Disclosure Report	(f) Days and Hours of Instruction	(h) Library-Media Services (j) Health, Physical Education, Art, and Music Instruction (n) Children At Risk	(c) Remedial Reading (k) Written, Sequential Curriculum (r) Third Grade Reading Test (t) Gifted and Talented		(g) Emergency Nursing Services (i) Safe and Healthful Facilities (q) Personnel Evaluation

Licensure

Each school board shall:

(a) Ensure that every teacher, supervisor, administrator and professional staff member holds a certificate, license or permit to teach issued by the department before entering on duties of such position.

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Licensure

Overview

Standard (a), the licensure standard, requires school districts to certify annually that teachers, supervisors, administrators, and other professional staff members are licensed by DPI for the positions to which they are assigned.

Licensing of teachers and other professional staff members is based on the assumption that the quality of education students receive is largely dependent on the competence of the people who staff the schools. The licensing system provides a means of assuring that school staff members have the educational preparation necessary to perform effectively.

With the discontinuation of the life certificate for all school personnel in Wisconsin, the renewal of licenses on a periodic basis provides an opportunity to ensure that professional staff members maintain and enhance their effectiveness by completing a continuing professional education requirement. This involves 6 semester credits at an accredited college or university or the equivalent of 180 clock hours of preapproved professional activities every five years.

School districts are expected to develop a system to ensure that all professional staff members are appropriately licensed by DPI before undertaking duties in the assigned position.

DPI will assist school districts in meeting the professional staff member license requirement by providing consulting services to license applicants and to school districts. The DPI publishes a list of preapproved professional activities. In addition, each week DPI provides a list of school district vacancies to Wisconsin colleges and universities offering teacher training so that administrators and placement officials can refer graduates to those school districts; also, a daily listing of applicants seeking specific positions is sent to school districts with vacancies in those subject fields. Through the DPI annual audit of school staff, districts are assisted in correcting any discrepancies between assignment and certification of professional staff members.

Administrative Rule

PI 8.01(2)(a). Each school district board shall certify annually that every teacher, supervisor, administrator, and other professional staff member has been issued a valid certificate, license or permit by the department for the position for which he/she is employed before entering on duties for such position and that a copy of the valid certificate, license, or permit is on file in the district.

Definition of Terms

Licensed. Holding a valid license issued by the department as required under ss.118.19 and 121.02 (1) (a), Stats. (from PI 8.001 (8), Wis. Admin. Code).

Meeting Standard (a)

Requirement	Example of Documentation
Certify annually that every teacher, supervisor, administrator, or other professional staff member has been issued a valid certificate, license, or permit issued by DPI for the assigned position before assuming the duties of the position.	• The School District Staff and Personnel Report (DPI Form No. 1202). • List of all district employees and their assignments. • List of all substitute teachers and copies of their licenses.

Questions and Answers

1. **Must a copy of the license of each professional staff member be kept on file at the school district administrator's office?**
   Yes.

2. **Are substitute teachers included in this standard?**
   Yes.

3. **Can an emergency license be issued to individuals not holding the proper license?**
   A school district administrator or designated official may request an emergency license if he or she is unable to locate and employ a fully licensed individual. If fully licensed candidates are available, the request will be denied unless the justification clearly indicates acceptable reasons why licensed applicants were not employed.

DPI Resources

Personnel

Bureau for Teacher Education, Certification, and Placement
Peter Burke, Director
(608) 266-1879

Carolyn Kleinfeldt, Administrator, Teacher Certification
(608) 266-6794

Sue Harris, Certification Consultant
(608) 266-0954

Laurie Derse, Certification Consultant
(608) 266-2386

Robert Gibson, Certification Consultant
(608) 266-1633

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

Chuck Misky, High School Graduation Standards Consultant
(608) 267-6826

Publications

Wisconsin Department of Public Instruction. *The Equivalency Clock Hour Program: Guidelines for Submittal and Approval.* Madison, WI: DPI, 1988.

_____. "Certification Rules – PI 3." Madison, WI: DPI, 1990.

_____. "Teacher Education Program Approval Rules and Appeal Procedure – PI 4." Madison, WI: DPI, 1988.

Staff Development

Each school board shall:

(b) Annually, establish with school board employes a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.

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Staff Development

Overview

Standard (b) requires school districts to establish with district employees a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.

The preparation of school personnel is a continuous career-long process beginning with a preservice program and extending throughout the professional's career. Shifts in the public's expectations for schools have been dramatic over recent decades. New knowledge and understandings, new generations, and new expectations all make continuing education of professional staff an essential component of overall teacher education.

Recognizing the importance of continuing education for school board employees, the DPI no longer issues lifetime licenses. DPI requires all employees to renew their licenses on a periodic basis. License renewal requires completion of continuing education courses in the form of 6 semester credits at an accredited college or university or the equivalent of 180 clock hours of preapproved professional activities every five years.

School districts must be staffed by effective, licensed school employees in order to provide all students with a sound educational program. School personnel can remain effective only if they engage in ongoing professional staff development activities which meet their needs, the needs of the students, and the needs of the instructional programs.

The intent of the standard is to ensure opportunities for licensed school board employees to increase the knowledge and skills necessary for their competent performance in the schools of their employment.

DPI can assist districts in meeting Standard (b) by consulting with districts as they formulate and implement their staff development plans. And, on an ongoing basis, DPI indicates which programs are approved for the continuing education of school district staff.

Administrative Rule

PI 8.01(2)(b). Each school district board shall annually establish a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school. The plan shall be developed with the cooperative efforts of licensed support staff, instructional staff, and administrative staff.

Definition of Terms

Staff development plan. A set of activities designed to meet the continuing educational needs of individual licensed school employees or to meet the curriculum area needs. (Not a legal definition; provided for guidance only.)

Meeting Standard (b)

Requirement	Example of Documentation
Establish a professional staff development plan each school year designed to meet the needs of individuals or curriculum areas in each school.	• Copy of the school district's professional staff development plan. • Evidence of the school board's approval of the professional staff development plan.
Involve licensed support staff, instructional staff, and administrative staff in creation of the annual professional staff development plan.	• List of the names of staff members who participated in the creation of the annual professional staff development plan and their assignment as support, instructional, or administrative staff. • Copies of minutes of committee meetings or results of needs assessment.

Questions and Answers

1. **Must the professional staff development plan be developed for the full school calendar year, or may it be developed in phases?**
   Individual activities and programs which will result in meeting the objectives of the professional staff development plan may be developed in an ongoing fashion. The plan for the year may be one part of a longer multiple-year plan.

2. **Must the professional staff development plan include annual continuing education activities expressly designed to meet the needs of all school board employees?**
   No, this determination may be dictated by a district needs assessment. Some groups may be assessed as having more immediate needs to be addressed by the professional staff development plan than others, whose needs may not necessarily require annual attention.

3. **Must the professional staff development plan include only inservice activities offered at the school district level?**
   No. The plan may include individual school or individual staff activities as well.

4. **Must the school district appoint a professional staff development committee?**
   No. However, the professional staff development plan must be developed in cooperation with licensed support staff, instructional staff, and administrative personnel of the school district.

5. **Must the school district develop a discrete professional staff development plan in addition to the school district curriculum plan?**
   Yes, but the professional staff development plan should also address school district curriculum needs.

6. **Must a formal needs assessment survey be conducted?**
No, individual staff needs and curriculum area needs may be identified through a variety of formal and informal strategies.

DPI Resources

Personnel

Bureau for Teacher Education, Certification, and Placement
Peter Burke, Director
(608) 266-1879

Kathryn Lind, Beginning Teacher Assistance Program
(608) 266-1788

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

John Bell, Standards Consultant
(608) 267-9264

Publications

Wisconsin Department of Public Instruction. *The Equivalency Clock Hour Program: Guidelines for Submittal and Approval.* Madison, WI: DPI, 1988.

Remedial Reading

Each school board shall:

(c) Provide remedial reading services for a pupil in grades kindergarten to 4 if any of the following occurs.

SECTION 2. 121.02(1)(c) 1 and 2 of the statutes are created to read:

121.02(1)(c) 1. The pupil fails to meet the reading objectives specified in the reading curriculum plan developed by the school board under par. (k).

2. The pupil fails to score above the state minimum performance standard on the reading test under par. (r) and:

a. A teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability; or

b. A teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.

SECTION 3. **Effective date.** This act takes effect on July 1, 1991.

Remedial Reading

Overview

Standard (c), remedial reading, requires school districts to provide a program to identify and help underachieving students in kindergarten through grade 3. This requirement extends to the 4th grade in 1991.

The early years of a child's life are the foundation upon which reading skills will be built. If there are weaknesses in this foundation, early detection and corrections are essential to future growth and learning.

Children come to school with varied backgrounds in reading. Some have experienced a background rich with books and environmental print; others have little or no experience with books.

Reading naturally involves messages expressed in language. The language children bring to school is the greatest resource teachers can use in helping to develop reading and writing. By drawing on the oral language, background, and experience the child brings to the reading process, educators can prevent reading failures.

The department endorses a policy that a remedial program exists primarily to provide support to students who need additional assistance in learning to read. Young children sometimes experience failure because they are subjected to rigid, formal prereading and reading programs with inappropriate expectations and experiences for their developmental stages. The department views this standard as the opportunity to prevent reading failures by building upon what the child already knows about oral language, reading, and writing and by attending to deficiencies in that knowledge not met solely through the regular reading program.

The intent of the standard addresses both the child and the program:

- Identify students with weaknesses in language and background experiences that may result in reading failure.
- Prevent and remedy reading failures by providing instruction appropriate to the developmental stage of the child.
- Provide instruction in grades K-4 that builds upon the child's oral language, reading, and writing.

DPI can assist districts in meeting Standard (c) by consulting with them on programs for diagnosis and instruction. *A Guide to Curriculum Planning in Reading, A Guide to Curriculum Planning in English/Language Arts, Classroom Activities in Listening and Speaking,* and *Strategic Learning in the Content Areas* also provide guidance.

Administrative Rule

SECTION 1. PI 8.01 (2) (c) is amended to read:

PI 8.01 (2) (c) Remedial reading. 1. In this paragraph "state minimum performance standard" means the state minimum performance standard on the test administered under s. 121.02 (1) (r), Stats.

2. Each school district shall identify, ~~and~~ diagnose, serve and monitor ~~underachieving~~ each ~~pupils~~ pupil in reading in grades kindergarten through ~~third.~~ fourth if either of the following apply:

a. The pupil fails to meet district grade level objectives in reading as identified in curriculum plans developed under s. 121.02 (1) (k), Stats.

b. The pupil fails to score above the state minimum performance standard and a teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability; or a teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.

3. ~~Such identification~~ Identification and diagnosis of reading deficiencies shall be directed or performed by the district reading specialist required under s. 118.015, Stats., or by licensed personnel who have earned at least 6 semester credits in courses dealing with the measurement of reading skills and achievement ~~and/or~~ or the diagnosis of reading difficulties. Children with ~~such~~ identified and diagnosed reading deficiencies shall receive instruction and services directed toward the removal of the deficiencies. ~~Such~~ The instruction and services shall be coordinated with all other reading instruction. Monitoring of pupil progress shall occur on a regular basis and include parental involvement.

4. If fewer than 80% of the pupils score above the state minimum performance standards, either in the district or in any individual school in the district, the district shall develop a written plan which includes the following:

a. A description of how the district will provide remedial reading services.

b. A description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies.

c. An assessment of the school district or individual school's reading program.

5. The department shall provide upon request technical assistance to districts required to develop a plan to provide remedial reading services.

Related Standards

Standard (d). The kindergarten program must include learning opportunities in language arts.

Standard (k). The reading-language arts curriculum plan will be sensitive to the needs of underachieving students.

Standard (L). The regular instruction in reading-language arts will include appropriate learning opportunities for children at all developmental levels.

Standard (n). The program for children at risk includes provision for remedial instruction.

Standard (r). Results of the Wisconsin Third Grade Reading Test will identify potential students for remediation.

Meeting Standard (c)

Requirement	Example of Documentation
Identify and diagnose underachieving K-4 students in reading.	• List of all students, noting underachievers. • Copies of informal and formal assessments used.
Have identification and diagnosis be directed by a person who has earned at least six semester credits in courses dealing with the measurement of reading skills and achievement or the diagnosis of reading difficulties or be directed by the district reading specialist required under s. 118.015, Stats.	• Name and certification of staff person directing diagnosis. • Records of students scoring in the inconclusive or below performance standard on the Wisconsin Third Grade Reading Test.
Provide instruction directed toward removal of deficiencies.	• Record of the names of children who participated, noting the evidence of progress and when services were completed.
Coordinate instruction with all other reading instruction.	• A copy of the plan of instruction and services.
Develop a written plan to improve reading performance if fewer than 80% of pupils in the district or in a school within the district score above the performance standard on the Wisconsin Third Grade Reading Test.	• A copy of the plan developed to improve reading performance.

Questions and Answers

1. **What is the role of reading teachers and reading specialists in implementing the standard?**
   Reading staff are the key persons for providing the leadership in implementing this standard. They direct the identification and diagnosis of underachievers and guide and coordinate an appropriate instructional program.

2. **Who may provide the instruction and where should that instruction be provided?**
   The instruction may be performed by a teacher licensed by DPI to instruct students in a self-contained classroom, a reading teacher, or a reading specialist. The instruction may be provided within the identified student's regular classroom or in some alternative setting as deemed appropriate by the program director. Alternative settings might include small group instruction outside of the regular classroom or individual tutoring.

3. **Can Chapter I funds be used for implementing the standard?**
   No, the standard must be implemented with funds received from state and local sources since it is required by state statute. In targeted Chapter I schools, additional supplementary reading activities may be provided with these federal funds for those underachieving students who may still require extra reinforcement to achieve reading proficiency. The district must maintain careful documentation to support the Chapter I ECIA-funded reading activities being provided above and beyond those the student is entitled to receive pursuant to the state statute.

4. **What constitutes an effective remedial reading program?**
   Effective remedial programs regard reading as a part of a child's general language development and not as a discrete skill isolated from listening, speaking, and writing. Program effectiveness is based on objective identification of underachieving students, accurate diagnosis of reading problems, service to students designed to correct those reading problems and regular monitoring, which includes parent/guardian involvement in the progress of identified underachieving pupils.

5. **How important is the child's oral language to success in reading?**
   Children know much about language before they enter school. Nearly all children master the basic means of oral communication in the first few years of life with no formal instruction. The language children bring with them to school is essential to their success, and acceptance of that language is vital to the sense of self-esteem they must have if they are to learn.

6. **Must all students who do not score above the performance standard on the Wisconsin Third Grade Reading Test be included in the remedial reading program?**

   Those students whose scores are in the "Inconclusive" or "Below Performance Standard" range should be reviewed as possible candidates to receive reading support service. If a teacher and a student's parent/guardian agree that the student's test performance accurately reflects that student's reading ability; or, if a teacher determines, based on objective evidence, that the student's test performance accurately reflects that student's reading ability, then that student should receive reading support services.

7. **What information should be included in the district/school plan designed to improve reading performance in those districts/schools that have fewer than 80% of pupils scoring above the state minimum performance standard on the Wisconsin Third Grade Reading Test?**
   The district/school plan shall include the following elements:

   a. a description of how the district will provide remedial services
   b. a description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies
   c. an assessment of the school district or individual school's reading program

8. **How should parents be involved in the remedial program?**
   Parents should be informed of their child's instructional needs. A conference should be scheduled to discuss home and school efforts to meet these needs.

DPI Resources

Personnel

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Program Development Section
Sue Grady, Section Chief
(608) 266-2364

Jacque Karbon, Reading Consultant
(608) 267-9268

Ellen Last, English/Language Arts Consultant
(608) 267-9265

Standards Implementation Section
Section Chief
(608) 267-2063

John Sauerberg, Standards Consultant
(608) 267-9289

Special Needs Section (Chapter 1)
Myrna Toney, Section Chief
(608) 266-2690

Publications

Wisconsin Department of Public Instruction. *A Guide to Curriculum Planning in English/Language Arts*. Madison, WI: DPI, 1989 reprint.

_____. *A Guide to Curriculum Planning in Reading*. Madison, WI: DPI, 1989 reprint.

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Kindergarten

Each school board shall:

(d) Operate a 5-year-old kindergarten program, except in union high school districts.

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Kindergarten

Overview

One hundred years after the first kindergarten was established as part of the public school system in Manitowoc in 1873, the legislature adopted a law requiring all districts to offer a kindergarten program. The first kindergarten in the United States was started in Watertown, Wisconsin, by Margarethe Meyer Schurz. By 1973, all but three districts already had kindergartens, having received state aid for their programs since 1927.

Standard (d) requires each school district to operate a kindergarten program for 5-year-olds in the district. DPI-certificated kindergarten teachers, appropriate facilities, equipment, and materials shall be provided in programs that include opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, mathematics, and physical education.

The kindergarten standard affirms the state's commitment to education of young children as an integral part of the free public school system as directed by the state constitution. Kindergarten is one part of an integrated early childhood program in schools.

The importance of early childhood education has been documented in longitudinal research studies of low-income children who participated in preschool intervention programs in the early 1960s. The studies indicated that preschool education generally results in higher academic performance by children, lower delinquency rates, better earning prospects, and fewer children being assigned to special education.

Students in kindergarten, just like students in any other grade, must be provided services required by other standards such as guidance (e), library (h), instruction in health, physical education, art and music (j), regular instruction (L), or gifted and talented programs (t). In addition, each of the DPI's subject-area curriculum planning guides offers recommendations for including the subject in kindergarten course content.

Administrative Rule

PI 8.01(2)(d). Each school district shall operate a kindergarten program in which all 5 year old children of the district may be enrolled. The teachers shall be licensed by the department to teach kindergarten. Physical facilities, equipment and materials shall be provided for a program which includes opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, mathematics, health and physical education.

Meeting Standard (d)

Requirement	Example of Documentation
Operate a 5-year-old kindergarten program.	• Kindergarten pupils listed on the DPI enrollment report. • Board policy regarding kindergarten enrollment.

Questions and Answers

1. **Must a school district provide a kindergarten for five-year-old children?**
   Yes.

2. **Must a child attend kindergarten when five years old?**
   No, compulsory school age is six.

3. **Must a school district provide a four-year-old kindergarten?**
   No.

4. **If a school district has a kindergarten for four-year-olds, can they be counted for school aids?**
   Yes, if the child is four on or before September 1.

5. **Can a four-year-old be counted as one pupil?**
   No, a kindergarten pupil in a four-year-old kindergarten shall be counted as one-half pupil (s.121.004(7)(c)). However, a pupil in a five days a week, full day, five-year-old kindergarten shall be counted as one pupil.

6. **If the school district operates a one-half day program, is there a minimum daily requirement?**
   Yes—assuming 175 days, it would be two and one-half hours of instruction time daily.

7. **Can kindergarten meet for more than three hours daily?**
   Yes.

8. **What is the difference between a four-year-old and a five-year-old kindergarten?**
   The curriculum content should be different, based on the developmental age of the child, although overall schedules and equipment may be similar.

9. **Does the standard favor one form of kindergarten schedule over another?**
   No. The decision as to the type of schedule belongs to the local school district, with the only requirement being that the schedule used provide at least 437 hours of instruction annually. Excellent programs exist across the state in variations of half day/every day, full day/alternate day, and full day/every day schedules.

DPI Resources

Personnel

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Program Development Section
Sue Grady, Section Chief
(608) 266-2364

James McCoy, Early Childhood Consultant
(608) 266-1000

Standards Implementation Section
Section Chief
(608) 267-2063

John Saurberg, Standards Consultant
(608) 267-9289

Special Needs Section (Chapter 1)
Myrna Toney, Section Chief
(608) 266-2690

Other Resources

High/Scope Educational Research Foundation. *Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 29.* Monograph Series. Ypsilanti, Michigan, 1984.

Lazar, I., and R. Darlington. *Lasting Effects of Early Education: A Report from The Consortium for Longitudinal Studies.* Monographs of the Society for Research in Child Development, no. 195. Chicago, 1982.

Guidance and Counseling Services

Each school board shall:

(e) Provide guidance and counseling services.

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Guidance and Counseling

Overview

Standard (e) requires that school districts plan and implement a program to provide guidance and counseling services to all pupils enrolled in the district. The program shall be planned and implemented to meet age and grade level appropriate personal, social, educational, and career/vocational child development and learning needs. Consistent with the school district goals for education, the program will foster lifelong attitudes toward learning and career/employment goals as well as positive attitudes toward self, family, and society.

Research on school and life success clearly demonstrates that quality elementary and secondary guidance and counseling programs which address personal, social, learning, and career/vocational needs enables parents and students to better cope with the many challenges and opportunities occurring during the school age years. Counseling and guidance services include instruction, individual counseling, and group interaction as well as a variety of other activities. Other pupil services staff, parents, and community human services resources must be part of the total program to ensure that all students are assisted and supported as they grow and mature.

DPI staff assist districts in the design, implementation, evaluation, and refining of guidance and counseling programs. Ongoing DPI collaboration with and review of university school counselor preparation programs in Wisconsin ensure quality control in the preparation and continuing education of school counselors. Federal support through the Carl Perkins Vocational and Applied Technology Education Act administered by DPI enables school districts and CESA's to develop, expand, and improve career/vocational/employment guidance programs. The department publishes resource guides, program models, and other materials to be used by school districts to develop and maintain quality school guidance and counseling programs. The department also works closely with the Wisconsin School Counselor Association (WSCA) and other pupil services professional organizations to better coordinate services to children and families.

Administrative Rule

PI 8.01(2)(e). Each school district board shall provide a program of guidance and counseling services for all pupils, which meets all of the following requirements:

1. The school district shall maintain a school board approved plan for the provision of a program of guidance and counseling services.

2. The program shall be developmentally based and available to every pupil in every grade of the school district.

3. The program shall be
   a. Systematically planned by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.
   b. Provided by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.

4. The program shall provide developmentally appropriate educational, vocational, career, personal and social information to assist pupils in problem solving and in making decisions.

5. The program shall include pupil appraisal, post-secondary planning, referral, research and pupil follow-up activities.

Definition of Terms

Counseling. The active personal process of guiding an individual or group in personal problem solving and decision making regarding personal, social, educational, and career/vocational/employability goals and aspirations.

Follow-up activities. Activities concerned with finding out what happens to students after they leave school. Gathering information from school leavers can assist the school to determine the adequacy of the educational experience in terms of preparing students for work or additional education. This information can be used to modify programs or specific services such as guidance and counseling. (Not a legal definition; provided for guidance only.)

Guidance. The process of leading, directing, or advising through a program of services which provides students with information, support, instruction, and encouragement to assist them in developing personal, social, educational, and career/vocational/ employability skills.

Placement. Helping students make informed decisions about an appropriate curriculum, subjects within the curriculum, extracurricular activities, and special groups or opportunities in school or the community. Placement also includes assisting students to secure part-time, summer, and full-time employment after their school career is terminated and to enroll in postsecondary educational and training situations. (Not a legal definition; provided for guidance only.)

Pupil appraisal. The gathering and organizing of a sufficient variety of information from students so that adequate data are available on personal abilities, interests, attitudes, health, and other needs pertaining to personal, social, learning, and career/vocational development. (Not a legal definition; provided for guidance only.)

School guidance and counseling program. A written plan for the design and systematic delivery of developmentally based guidance and counseling services available to all pupils enrolled in the district.

Developmentally based. In accord with age and grade level child development and learning needs and competencies.

Related Standards

Standard (L). In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music. The school board shall provide pupils with an introduction to career exploration and planning.

Standard (m). Provide access to an education for employment program.

Standard (n). Develop a plan for children at risk under s. 118.153, Stats.

Standard (t). Provide access to an appropriate program for pupils identified as gifted and talented.

Meeting Standard (e)

Requirement	Example of Documentation
Provide guidance and counseling to all students.	• District plan and policy to provide service.
Maintain a school board approved plan for the program of counseling and guidance services.	• Written program plan with provisions for annual update and review.
The program be developmentally based, systematically planned, and provided by licensed school counselors.	• Document the child development and learning model used to determine student outcomes. Document program design and implementation procedures. Document evidence of counselor certification.
The program be planned and provided in collaboration with other licensed pupil services staff, teachers, parents, and community health and human service professionals.	• Document in the program plan and implementation that counseling and guidance services are coordinated with those provided by other pupil services staff, teachers, parents, and community resources.
The program provide developmentally appropriate educational, vocational, career, personal, and social information; pupil appraisal; post-secondary placement; pupil referral; research; and pupil follow-up activities.	• Document ways in which the program activities provide the listed pertinent areas of counseling and guidance services.

Questions and Answers

1. **Must guidance and counseling services be provided for every student in the district?**
   Yes, each pupil in the school district must have an opportunity to be equally served in a planned, written, and sequential program of school guidance and counseling services. This requirement is designed to ensure that developmentally appropriate guidance and counseling services are provided at both the elementary and secondary levels. School districts are expected to develop services for all students K-12 and staff them appropriately and fully.

2. **Must there be a written guidance and counseling plan for the district?**
   Yes, the district shall have written evidence that its guidance and counseling program is developmentally based, systematically planned, and provided by DPI-licensed guidance and counseling personnel. The plan should provide evidence that the guidance and counseling program is sequential and articulated across all grades. It is also recommended that the plan include long- and short-range goals and objectives based on the developmental needs of children and adolescents. The program is expected to be organized in a manner that maximizes the services provided by a school counselor and integrates the guidance resources available through other pupil services staff, teachers, administrators, parents, and the community. The program should address the learning, personal, social, career, and vocational developmental needs of students and should be subject to continuous, systematic evaluation and revision.

3. **Must DPI-licensed school counselors be employed by the district to carry out guidance and counseling services?**
   Yes, the district shall have written evidence that its guidance and counseling program is planned and provided by DPI-licensed guidance and counseling personnel. Individuals with the school counseling license have the preparation necessary to provide the planning, design, and delivery of specific personal/social, educational, and career/vocational/employability counseling and guidance services. As a minimum, licensed counselors should be acknowledged as core planners and providers, but not have exclusive responsibility or obligation to either plan or deliver the district's total guidance and counseling program. There is no minimum amount of required time that guidance and counseling personnel should spend in a particular school building or a required counselor/pupil ratio.

4. **Do specific counselor/pupil ratios exist that must be observed by the district?**
   No. Assignment of school counselors to school buildings and counselor/pupil ratios are at the discretion of the school district in accord with the district's guidance and counseling program implementation plan. Suggested counselor/pupil ratios based on national research studies are published in the department's *School Counseling Programs: A Resource and Planning Guide*. The district has the responsibility to assign other pupil services professionals and staff to fully implement the district's guidance and other programs as children's needs dictate.

5. **What is the meaning of "in collaboration with"?**
   "In collaboration with" means the representatives of all providers of the district's guidance and counseling program be included in the planning and delivery of services to achieve the statutory requirement for the district's program. A developmentally based guidance and counseling program establishes the foundation for broad range

pupil services delivery. The department recognizes that licensed school counselors should have key responsibilities for the program.

6. **What constitutes a program of guidance and counseling?**
A program is characterized by a specific plan, delivery system, and evaluation mechanism to determine effectiveness. It is recommended that the district's guidance and counseling program be consistent with the primary mission of the school, namely, school attendance and achievement for all pupils. The program should assist pupils with learning readiness, school achievement, career/vocational/employability skill development, goal setting, decisionmaking, and personal maturation. Such a program should be:

- K-12 in scope
- based on the personal/social, vocational, and educational development needs of all pupils
- organized to provide a strong referral and networking system with a variety of guidance and counseling providers including other pupil services staff, teachers, parents, and community resources
- organized with specific evaluation criteria
- preventive in nature
- managed and coordinated to be an integral part of the district's total educational program
- formed around a delivery system with counselors at the core and other services integrated into a total pupil services program

DPI Resources

Personnel

Bureau for Pupil Services
Nancy Holloway, Director
(608) 266-8960

Dennis Van Den Heuvel, Guidance and Counseling Consultant
(608) 266-2829

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

Chuck Misky, High School Graduation Standards Consultant
(608) 267-6826

Programs

Carl Perkins Vocational and Applied Technology Education Act funds are administered by DPI and available on a competitive grant basis to local districts. Funds are available specifically for the expansion or improvement of K-12 career/vocational/employability guidance programs.

Publications

Wisconsin Department of Public Instruction. School Counseling Programs: A Resource and Planning Guide. Madison, WI: DPI, 1989 reprint.

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Days and Hours of Instruction

Each school board shall:

(f) 1. Schedule at least 180 school days annually, less any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employes

2. Annually schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period.

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Days and Hours of Instruction

Overview

Standard (f) requires school districts to schedule classes on at least 180 days annually and indicates the number of hours of direct instruction a school district must provide during the school year. The standard also specifies exceptions to the statutory instruction requirements.

All students should have equal opportunity to a comprehensive education. By requiring a minimum number of instructional days with a minimum number of hours of direct pupil instruction, students have increased access to learning. The number of hours selected for the minimum represents the statewide average of hours of instruction determined from past surveys of school districts.

Days on which school is closed by order of the school district administrator because of inclement weather or days on which parent-teacher conferences are held are not to exceed a total of five days during the school term. A school board can schedule make-up days on a Saturday, but no more than five consecutive Saturdays may be designated for this purpose.

DPI's Bureau for School Improvement can help school districts by responding to questions about school days and hours of instruction.

Administrative Rule

PI 8.01(2)(f). 1. Each school district board shall schedule at least 180 days annually. A maximum of 5 days may be counted to meet this requirement if they are used for parent conferences or if school is closed by the school district administrator because of inclement weather. School days are further defined in s. 115.01 (10), Stats. The 180 days requirement may be reduced for any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employes.

2. Each school district board shall annually schedule and hold at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 through 6, and at least 1,137 hours of direct pupil instruction in grades 7 through 12. The school hours are computed as the period from the start to the close of each pupil's daily instructional schedule. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period. No more than 30 minutes per day may be counted for recess. In computing the minimum number of instructional hours under this subdivision, days and parts of days on which parent and teacher conferences are held, staff development or inservice programs are held, schools are closed for inclement weather, or when classes are not held may not be counted.

Definition of Terms

Recess. Free time for students scheduled *between* structured educational activities.

School day. (a) Day on which school is actually taught and the following days on which school is not taught:

1. Days on which school is closed by order of the school district administrator because of inclement weather and days on which parent-teacher conferences are held, not to exceed 5 days during the school term.
2. Days on which school is closed by order of a health officer.

(b) Not to exceed 5 consecutive Saturdays may be counted as school days in any school year when school is taught thereon with the consent of the school board (from s.115.01 (10), Stats.).

Meeting Standard (f)

Requirement	Example of Documentation
• **Schedule 180 days in the school year.**	• School calendar with starting and ending dates and vacation days identified. • List of days scheduled for parent-teacher conferences. • Master contract language regarding calendar and make-up days.
• **Schedule 437 hours of instruction in kindergarten.** • **Schedule 1,050 hours of instruction in grades 1 through 6.** • **Schedule 1,137 hours of instruction in grades 7 through 12.**	• Copy of board policy which includes the hours of the school day as prescribed by Wis. Stat., 120.12 (15). • List of days scheduled for early dismissal. • Teacher schedules showing starting and ending times.

Questions and Answers

1. **How are the hours of a school day computed?**
   A school day is determined from the start to the close of each student's daily instructional schedule. Evidence of the instructional schedule includes the school bell schedule and teachers' daily schedule of lessons or classes.

2. **Should a school district schedule 180 or 175 days of instruction?**
   The schedule must include 180 days. Of these, five may be used for parent-teacher conferences or for inclement weather. It is recommended that the required number of school hours be scheduled within 175 days of instruction. In this way, missing instructional hours due to inclement weather and parent-teacher conferences will not need to be rescheduled.

3. **The first bell for a particular school rings at 8:15 a.m. The next bell rings at 8:25 a.m., at which time all students are expected to be in the building and on their way to classes. The last bell rings at 8:30 a.m., and all students are required to be in a classroom. When does instructional time begin?**
   The instructional time is counted from 8:30 a.m.

4. **What constitutes a school day?**
   Any day in which pupil instruction occurs is considered one of the 180 days. A school day that contains fewer instructional hours than a full schedule is considered a school day; however, only those hours in which instruction is provided may be counted toward meeting the required hours of instruction.

5. **The last bell prior to the lunch period rings five minutes prior to the time the students are eating lunch. Because passing time between classes can count, can the five minutes prior to the beginning of the lunch period be counted as passing time?**
   Yes.

6. **Can the lunch break be considered recess?**
   Time for lunch cannot be added into the total number of hours of instruction. Time scheduled in addition to lunch may count as recess time if all students participate in the activity. If the period of time scheduled is only for the students to take a mid-day meal, it may not be added to the total. The maximum time counted as recess is 30 minutes per day.

7. **Some schools have a staggered starting and ending schedule for the students. Is this permissible under the new law?**
   Yes, as long as each student's instruction schedule meets the required time.

8. **Some students are dismissed two periods prior to the end of the school day to participate in practice for sports or other activities. Can this time be included in their instructional schedule?**
   Because sports or other extracurricular activities are not considered a part of the instructional day, these students would not be provided the mandated time allocation. The rule states that the time is computed from the beginning to the end of each pupil's instructional day; therefore, these students would not meet the mandated time allocation.

9. **Does teacher inservice count for one of the five days?**
   No, only inclement weather (snow days) or parent-teacher conferences may be used to reduce the 180 days.

10. **In some districts, students in lower grade levels may be picked up ten minutes earlier than the usual dismissal time so that they can be moved to another location for transportation purposes. Would these ten minutes count as instructional time in meeting the standard?**
No, this situation does not meet the requirements of the standard.

DPI Resources

Personnel

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

Dennis Wicklund, Standards Consultant
(608) 266-2820

John Sauerberg, Standards Consultant
(608) 267-9289

Bureau for State School Aids Administration and Consultation
Amza Vail, Director
(608) 266-2840

Emergency Nursing Services

Each school board shall:

(g) Provide for emergency nursing services.

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Emergency Nursing Services

Overview

Standard (g) outlines school district responsibilities for providing emergency nursing services for pupils who have sustained accidental injury or acute illness or need medications administered to them during the school day and at all school-sponsored pupil activities. Services are to be provided under a written policy developed, adopted, and implemented by the school board. The school board shall at least annually review and evaluate emergency nursing services.

The emergency nursing policies shall be developed by a professional nurse or nurses registered in Wisconsin in cooperation with other school district personnel and representatives from community health agencies as may be designated by the board. The school board shall also arrange for a licensed physician to serve as medical advisor for emergency nursing services.

Emergency nursing services also shall require that an emergency information card be on file for each pupil; a method provided to record each incident of service; and that readily accessible and appropriate equipment, supplies, and space be provided for these services during the school day and at all school-sponsored pupil activities.

The rule offers an assurance to parents that the school district will be prepared to provide the immediate care needed to protect the health or enhance the survival chances for pupils who become ill or are injured while attending school.

DPI can provide consultation and help to school districts in developing policies and establishing procedures for emergency nursing services.

Administrative Rule

PI 8.01(2)(g). Each school district board shall provide emergency nursing services under a written policy adopted and implemented by the school district board which meets all of the following requirements.

1. The emergency nursing policies shall be developed by a professional nurse or nurses registered in Wisconsin in cooperation with other school district personnel and representatives from community health agencies and services as may be designated by the board.

2. Policies for emergency nursing services shall include protocals for dealing with pupil accidental injury, illness and administration of medication at all school sponsored activities including but not limited to curricular, co-curricular and extra-curricular activities and a method to record each incident of service provided.

3. Arrangements shall be made with a licensed physician to serve as medical advisor for the emergency nursing service.

4. The emergency nursing services shall be available during the regular school day and during all school sponsored activities of pupils.

5. Pupil emergency information cards, equipment, supplies and space for the emergency nursing services shall be appropriate and readily accessible.

6. A review and evaluation shall be made of the emergency nursing services program at least annually.

Definition of Terms

Emergency nursing services. Providing the immediate care needed to protect the health and safety of injured or acutely ill pupils and for the administration of necessary medications to pupils during the school day and at all school-sponsored pupil activities.

Medical advisor. A licensed physician designated or contracted by the school board to act as a consultant to district personnel and the professional nurse who develop the emergency nursing policies.

Professional registered nurse. For the purposes of this standard, a nurse licensed to practice nursing in Wisconsin by the Department of Regulation and Licensing per Chapter 441, Wis. Stats., and has knowledge and skills in providing emergency care for children and youth.

Related Standards

Standard (b). Annually establish a staff development plan to meet the needs of emergency nursing services.

Standard (i). Provide safe and healthful facilities.

Meeting Standard (g)

Requirement	Example of Documentation
Provide emergency nursing services under a written policy adopted and implemented by the school board.	• Copy of school board action to approve policy and school board implementation plans.
Professional registered nurse and designated school personnel, community health representatives, and licensed physician consultant to develop the emergency nursing policies.	• List of members of the emergency nursing services policy development committee including the licensed physician consultant and professional registered nurse chairperson.
Requirements of the emergency nursing services policy include plans and procedures for: • **dealing with accidental injury.** • **dealing with acute illness.** • **administering medicine, recording each incident of service provided, providing and distributing appropriate equipment and supplies, providing of a central area to care for injured or ill pupils to allow for observation and appropriate emergency care until pupil recovers or is under the care of parents or emergency medical services.**	• Policy which includes all of these components and how these services will be made available to pupils during the school day and at all school-sponsored pupil activities. • Log of incidents of service provided. • Inventory of location of supplies and equipment. • Designated area for the care of students in each attendance center.
Review and evaluate emergency nursing services at least annually.	• Copy of the review and evaluation schedule and report to the school board. (Suggest using the policy development committee for this review.)

Questions and Answers

1. **Who is responsible for providing emergency nursing services?**
   The ultimate responsibility for emergency nursing service rests with the school board through approval of district policies and procedures.

2. **Are schools required to have a school nurse present at all school-sponsored activities such as sports events and school field trips?**
   No, the administrative rule states that emergency nursing services shall be provided under the direction of a nurse registered in Wisconsin. Policies and procedures need to be in place, and personnel capable of providing emergency care as designated in the policy and procedure must be available during all school-sponsored activities. The

standard does not require that a registered nurse be employed by the school district to provide emergency nursing services.

3. **What supplies are required in first aid kits?**
   The school nurse and the medical advisor should determine the necessary supplies.

4. **Do designated providers of emergency nursing services have to have CPR training?**
   The level of training of designated providers of emergency nursing services needs to be a part of the plan developed for a specific school district. CPR training is one of those accepted and recommended skills that can protect life and prevent disability if needed and performed as immediate care and until emergency medical services are available. Training needs will depend on the availability of emergency medical services.

5. **Do schools need to contract for the services of a licensed physician consultant to the emergency nursing services?**
   Many districts have physicians who serve in this capacity on a volunteer basis, and others contract for these services. Districts are encouraged to consult the local medical society for help in obtaining a licensed physician to serve as consultant to the emergency nursing services.

6. **Does the nurse who develops the emergency nursing service need to be employed by the district?**
   The standard does not require that a registered nurse be employed by the school district. However, since emergency care is a basic school health service, it follows that the best qualified person to develop the plan for these services would be a registered nurse who is employed or is contracted by the school to provide school nurse services.

DPI Resources

Personnel

Bureau for Pupil Services
Nancy Holloway, Director
(608) 266-8960

Laura Taff, School Nursing and Health Services Consultant
(608) 266-8857

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

Connie Salveson, Standards Consultant
(608) 266-5450

Other Resources

American Red Cross. *Advanced First Aid.* Garden City, NJ: Doubleday, 1979.

"Legislature Sets Guidelines for School Medication Policies." *The Focus.* April 1984.

"Guidelines for Urgent Care in Schools." *Pediatrics.* July 1984.

Madison Metropolitan School District. *Guidelines for Management of Illnesses and Injuries in the School Setting.* Madison: MMSD, January 1988.

American Academy of Pediatrics. *School Health: A Guide for Health Professionals.* Evanston, IL: AAP, Committee on School Health, 1987.

Vogel, Stephen, and David Manhoff. *Emergency Medical Treatment: Children.* Oshkosh, WI: RPM, 1988.

Wisconsin Department of Health and Social Services. *Saving Little Lives For Big Futures: Prehospital Basic Level Assessment and Treatment Guidelines.* Madison, WI: DHSS, Section of Emergency Medical Services, 1988.

Library Media Services

Each school board shall:

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

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Library Media Services

Overview

Standard (h), the library media standard, requires schools to make library services available to all students. This includes stocking libraries with materials, providing services that reflect the cultural diversity and pluralistic nature of American society, and having a long-range plan and professional library media staff at the building and district levels.

It has been estimated that instructional materials, including library materials and textbooks, account for up to 90 percent of classroom teaching/learning experiences. Materials need to be up-to-date, accurate, appropriate to a variety of learning levels, unbiased, and nonstereotypical.

Professional library media specialists at the building and district levels should provide the leadership for library media programs. A long-range plan is essential for planning systematic resource development from a qualitative as well as a quantitative standpoint. Library media specialists work with teachers in the selection of print and audiovisual media used in teaching. They also work with teachers in instructional planning through curriculum development and day-to-day instruction.

The Bureau for Instructional Media and Technology staff provide assistance to school districts in all areas relating to library media services and instructional technology, including long-range planning, policy development, and program evaluation.

Standard (h) is designed to assure that appropriate materials are available for school libraries and classrooms and that planning and leadership are provided. Standard (h) recognizes the value of a variety of media in instruction.

To assist school districts, the DPI has developed a resource and planning guide for library media programs.

Administrative Rule

PI 8.01(2)(h). Each school district board shall:

1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.

2. Designate a licensed library media person to direct and coordinate the district's library media program.

3. Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel.

Definition of Terms

Adequate. Sufficient in number and scope to meet ordinary teaching/learning needs, including research and inquiry projects, reading development, cultural enrichment, personal information needs, and productive use of unscheduled time. (Not a legal definition; provided for guidance only.)

Audiovisual materials. Instructional materials other than printed materials, especially those that require use of listening or viewing equipment. Includes but is not limited to films, recorded tapes, pictures, and computer software. (Not a legal definition; provided for guidance only.)

Instructional materials. Printed and audiovisual materials used in all kinds of teaching and learning activities. Includes books, magazines, audiovisual materials, charts, games, manipulative devices, specimens, and computer software. (Not a legal definition; provided for guidance only.)

Library or library media services. Assistance of many kinds provided to students and teachers in locating and using information and materials. Generally includes but is not limited to an organized collection of instructional materials within a school library media center, a process for organizing the loan and return of materials, a curriculum of library media skills, access to resources through interlibrary loan, facilities with appropriate furnishings and equipment to accommodate use of the materials, guidance in finding books and other resources appropriate to age and ability levels, help in identifying sources of needed information, and programming to motivate reading and other learning activities. (Not a legal definition; provided for guidance only.)

Related Standards

Standard (c). Provide remedial reading services for underachieving students in grades K-4.

Standard (k). Develop a written, sequential curriculum plan that includes language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art, and music. The plan shall specify objectives, course content, and resources and shall include a program evaluation method.

Standard (t). Provide access to an appropriate program for pupils identified as gifted and talented.

Meeting Standard (h)

Requirement	Example of Documentation
Provide library/media services for all students in grades K-6 performed by or under the supervision of certified library and audiovisual professionals.	• Schedule of activities in elementary school library media programs developed by library media specialists. • Schedule of library media instruction for K-6 students; curriculum and schedule of classes.
Provide library media services for all students in grades 7-12 performed by certified library and audiovisual professionals.	• Program of library media activities developed and implemented by library media specialists. • Weekly schedule of library media personnel.
Provide a district library media program directed and coordinated by a certified person in the library media field.	• Name(s) of district-level library/media professional(s). • Agenda and summaries of meetings with library media specialists and others for planning and implementation purposes.
Ensure student access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials.	• Building-level library media center collection of materials. • Selection policy approved by school board within the last five years. • Budget for acquiring library materials during current school year. • Schedule of hours of library media center operation. • Schedule for class use of library media center.
Develop and receive school board approval for a long-range plan.	• Library media policy approved by school board within the last five years.

Questions and Answers

1. **Can a building-level library media specialist meet the requirements for district direction of the library media program?**
   Yes, the scope of responsibility for the districtwide position is such that all persons named to this position need at least released time. Districts with medium-to-large enrollments are encouraged to have district-level library media directors.

2. **Must a district have a materials selection policy to be in compliance with Standard (h)?**
   Yes, while a materials selection policy is not required for Standard (h), it is required for PI 9, the administrative rule for s. 118.13, Wis. Stats. Hence, every school district must have a materials selection policy.

3. **Must parents be involved in the development of the long-range plan?**
No. While the administrative rule for Standard (h) does not require the involvement of parents in the formation of the library media long-range plan, districts may wish to do so. Districts are encouraged to involve parents at appropriate opportunities and in committee work.

4. **Are districts required to submit a copy of the long-range plan to the DPI?**
No, districts are required to have on file an up-to-date long-range plan. Long-range plans may also be requested by the department.

5. **Does "provide library facilities" mean that if each school building does not have a separate library media center the district will be out of compliance?**
Not necessarily. Although it is difficult to provide library facilities without a separate library media center for each building, a district could be in minimal compliance if, for example, the following services are provided and described in the district long-range plan for library media services:
a. A basic collection of current recommended reference books is housed in the building and is available to all students throughout the school day.
b. A basic collection of recommended magazines, along with an index or indexes, such as the *Readers' Guide to Periodical Literature*, is maintained in the building and available to all students throughout the school day.
c. Collections are maintained and purchases are made in compliance with the district selection policy.
d. Collections are cataloged in a central location in the building, and the materials are accessible to all students and staff.
e. A list of other library media resources within the district is maintained in the building and is available to students and teachers throughout the day.
f. A system of rotation and delivery of materials is in place so that this wider variety of resources is easily available to students and teachers.
g. Visits to more comprehensive collections are scheduled for all students so that they can browse and make selections.

However, the best situation is generally accepted to be a separate centralized library media center within each school building, as described in the DPI's *School Library Media Programs: A Resource and Planning Guide* (pp. 13-17).

DPI Resources

Personnel

Bureau for Instructional Media and Technology
Carolyn Folke, Director
(608) 266-1965

Neah Lohr, Microcomputer and Instructional Technology Consultant
(608) 266-3856

Richard Sorensen, School Library Media Consultant
(608) 266-1924

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

Connie Salveson, Standards Consultant
(608) 266-5450

Programs

The DPI's Microcomputer Center/Library, housed in General Executive Facility 3 at 125 South Webster Street in Madison, serves as an examination, review, and demonstration center for K-12 instructional software and new information technology. The center houses a variety of microcomputers, peripheral devices, software, software review services, and other online services.

Publications

_____. *Matrix for Curriculum Planning in Library Media and Information Skills Education*. Madison, WI: DPI, 1991 reprint.

_____. *School Library Media Programs: A Resource and Planning Guide*. Madison, WI: DPI, 1991 reprint.

_____. *Wisconsin Library Building Project Handbook*. Madison, WI: DPI, 1990.

Channel DLS, a monthly (except July) newsletter regarding school and public libraries.

Other Resources

The Cooperative Children's Book Center
Ginny Moore Kruse, Director
Room 4290
Helen C. White Hall
600 North Park Street
Madison, WI 53706
(608) 263-3720

Safe and Healthful Facilities

Each school board shall:

(i) Provide safe and healthful facilities.

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Safe and Healthful Facilities

Overview

Standard (i) requires school facilities to be in the safest possible condition. The rationale is that students, employees, and visitors should be able to expect that their well-being is protected whenever they enter or use the facilities; school facilities should be functional, safe, comfortable, and conducive to learning.

While DPI provides assistance to school districts for their facilities, two other state departments—Industry, Labor and Human Relations (DILHR) and Health and Social Services (DHSS)—are also involved in assuring safe and healthful facilities. DILHR is responsible for enforcing the Wisconsin Administrative Code related to public facilities, and DHSS is responsible for making asbestos compliance inspections. Part of Standard (i) requires compliance with all regulations, state codes, and orders of DILHR and DHSS as well as all applicable local safety and health codes and regulations.

As with the other school district standards, Standard (i) requires the school board to adopt and implement a long-range plan outlining how the facilities will be maintained at a safe and healthful level. One person must be responsible for facilities and generally must make sure maintenance procedures and custodial services are provided. Facility inspections must be conducted annually for potential or demonstrated hazards to safety and health.

Administrative Rule

PI 8.01(2)(i). A long-range plan shall be developed, adopted, and recorded by the school board which defines the patterns and schedule for maintaining the district operated facilities at the level of the standards established for safe and healthful facilities. The school board shall comply with all regulations, state codes, and orders of the department of industry, labor and human relations and the department of health and social services and all applicable local safety and health codes and regulations. The facilities shall be inspected at least annually for potential or demonstrated hazards to safety and health, and hazardous conditions shall be corrected, compensating devices installed or special arrangements made to provide for safe and healthful facilities. Maintenance procedures and custodial services shall be conducted in such a manner that the safety and health of persons using the facilities are protected. Responsibility for coordinating all activities related to the safety and health considerations of the facilities for the entire district shall be assigned to one individual.

Definition of Terms

Long-range plan. A multi-year plan (usually 3-5 years in length) developed, adopted, and recorded or maintained (in the case of existing plans) by the school board which defines the patterns and schedule for bringing district-operated facilities to the level or maintaining them at the level of the standards established for safe and healthful facilities. (Not a legal definition; provided for guidance only.)

Safe and healthful facilities. Facilities free from sources of danger which could curtail activities conducted in the building. Such dangers might include inappropriate accessi-

bility, rise of steps in stairwells, width of stairwells and corridors, noxious gases, chemical agents, and water supply. (Not a legal definition; provided for guidance only.)

Meeting Standard (i)

Requirement	Example of Documentation
Develop, adopt, record, and maintain a long-range plan for bringing district facilities to the established level of standards for safe and healthful facilities.	• Minutes of board meeting noting adoption of plan.
Comply with all: • **regulations and state codes of DILHR and DHSS.** • **applicable local safety and health codes and regulations.**	• Inspection reports. • Work orders and/or vouchers to demonstrate compliance. • Fire drill reports for each school.
Annually inspect facilities for potential or demonstrated hazards to health and safety.	• Inspection reports. • Management letter – insurance vendor.
If hazardous conditions are found, do one of the following: • **Correct the condition.** • **Install compensating devices.** • **Make special arrangements to provide safe and healthful facilities.**	• Letter specifying special arrangements, letter of compliance, certificate of inspection, and/or statement of corrective actions.
Follow maintenance procedures protecting the health and safety of persons using the facilities.	• Procedures/guidelines/notices/postings/ and other relevant documents used.
Provide custodial services to protect the health and safety of persons using the facilities.	• Job descriptions or employee handbooks including responsibilities related to safety.
Assign one individual responsibility for coordinating all activities related to safety and health considerations of the facilities for the entire district.	• Employment contract/letter of appointment.

Questions and Answers

1. **Where can a district receive assistance on code interpretations relating to school safety and healthful buildings?**
   Contact the DILHR for interpretation of the applicable code.

2. **Who can offer assistance in establishing a local organized district safety program?**
   Contact the DPI facility consultant or the Wisconsin School Safety Association.

3. **Are safety checklists for schools available?**
   A sample checklist is available from the DPI.

4. **What must a school district do relative to the possibility of asbestos in a school?**
   Currently, the U.S. Environmental Protection Agency (EPA) requires school districts to do the following:

   - Identify friable asbestos-containing materials in the school.
   - Post notices of the results of inspection and analyses.
   - Notify the school employees regarding the health effects of asbestos and provide instruction or methods to avoid or reduce exposure.
   - Notify the parent-teacher association about the results of the inspection.
   - Keep records.

   Note, however, that EPA regulations are being revised.

5. **If a school building contains asbestos, must it be removed?**
   No, but inspections, postings, and notifications are required. Technical assistance may be obtained from EPA, DHSS, or DPI.

6. **How does the district determine if its construction or remodeling plan meets current code?**
   Construction or remodeling plans generally call for approval by DILHR. A preliminary design conference with DILHR staff, free of charge, may be held. Call (608) 267-9706 to schedule an appointment.

7. **Does this standard require that facilities must be accessible to handicapped persons?**
   This standard does not require access to facilities, but Section 504 of the Rehabilitation Act of 1973 requires that handicapped persons have access to all programs and services.

8. **What constitutes a long-range plan for maintaining district facilities at a safe and healthful level?**
   The school board must adopt a multiple-year plan that should reflect local conditions. This plan could include major maintenance items, major facilities equipment purchases, remodeling, schedules for inspections, new construction, schedule for routine maintenance, cost estimates, and a timetable for the above.

9. **How will plans required by DILHR combine with DPI audits?**
DILHR officials will work with DPI standards consultants during the second audit cycle to help determine compliance with Standard (i).

DPI Resources

Personnel

Bureau for School Management Services and Federal Aids
Juanita Pawlisch, Director
(608) 266-7475

Rick Kloiber, School Facilities Consultant
(608) 266-2803

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

Dennis Wicklund, Standards Consultant
(608) 266-2820

Other Resources

Guide for School Facility Appraisal. This is a complete guide for school staff and citizens who are responsible for planning and evaluating facilities. Copies can be obtained for $12.00 from the Council of Educational Facility Planners International, 29 East Woodruff Avenue, Columbus, OH 43210.

School Safety Handbook. DPI/Wisconsin School Safety Coordinator Association, 1987. This handbook is based upon DILHR codes and standards that pertain to school systems and provides additional guidance and recommendations in safety and health areas. It provides information for administrators and employees so they can organize, evaluate, and maintain safety programs; recognize unsafe conditions relating to facilities and equipment; and ensure a safe and healthy environment for themselves and their students.

Wisconsin Department of Health and Social Services
Mark Chamberlain, Environmental Specialist for Asbestos
(608) 266-7897

Wisconsin Department of Industry, Labor and Human Relations
Bernice Matson, Assistant Director, Bureau for Code Development
(608) 266-2765

Health, Physical Education, Art, and Music

Each school board shall:

(j) Ensure that instruction in elementary and high schools in health, physical education, art and music is provided by qualified teachers.

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Health, Physical Education, Art, and Music

Overview

Standard (j) requires that health, physical education, art, and music be provided in accordance with a written comprehensive curriculum; however, school districts will find that by meeting standards (k), (L), and (a), they are in compliance with other standards.

Health

At a time when health care costs in the United States exceed 10 percent of the gross national product, it is important to implement meaningful health education programs in our schools. These programs should be aimed at health promotion and the prevention of health problems. Schools have an opportunity to make a positive impact on the lives of school-age youth — an opportunity they cannot afford to approach haphazardly in planning or halfheartedly in delivery.

Standard (j), as it relates to health education, requires schools to provide health instruction in accordance with a comprehensive health education curriculum which includes such areas as controlled substances, alcohol, tobacco, mental health, sexually transmitted diseases, and related health and safety topics. A professional staff member must be designated as the district's coordinator of health education. At least one course in health taught by a certificated health teacher must be offered between grades 7 and 12.

Physical Education

Since 1923, physical education has been a mandated part of the curriculum in Wisconsin public schools. The original mandate was based upon high rejection rates for physical reasons in the World War I military draft. The passing years, however, have produced a gradual movement toward goals and objectives designed to fulfill our needs for daily living. These include general physical fitness, skillful use of the body, knowledge of the effects of exercise on the human body, and desirable attitudes and behaviors.

Current research shows that boys and girls at all grade levels receive neither appropriate physical education instruction nor sufficient exercise outside the school day to satisfy their developmental requirements. For these reasons, major national health organizations and agencies such as the American Medical Association, the American Heart Association, the President's Council on Physical Fitness and Sports, and the Office of the Surgeon General urge educators to schedule regular health-related physical education at all grade levels.

Art

The arts are and have been an essential part of human history, knowledge, and achievements. They are a means of understanding and expressing the ideas that matter most to individuals and society. Evidence shows that loss of environmental quality can result in social problems. However, philosophical and scientific studies indicate that art education provides a basis for knowing and understanding the visual environment.

Therefore, it is essential that art education be an integral part of elementary and secondary education for all students.

As part of the general learning process, art balances the curriculum to help develop the whole intellect. Art education fosters perceptual awareness, visual creativity, aesthetic valuing, understanding of past and present cultures, life-coping skills, aesthetic literacy, communication skills, and experiences in understanding one's self.

Music

The growth of music in the overall school program during the last 20 years has been phenomenal. This growth is attributable to many factors, including a clearer awareness that various art forms are a legitimate and valuable aspect of public education.

All students ought to experience music in a meaningful way. Music and the other arts represent the highest thoughts, achievements, and aspirations of humankind and, in turn, describe much of a culture's customs, values, and beliefs. Unlike mathematics or language, which use symbols, communication through music is abstract; students cannot grasp the "shape" of melodies or the "intensity" of harmonies without being taught to "read" music's abstract symbols. Among other things, music helps students develop aesthetic awareness and sensitivity, provides a means for creativity and self-expression, and gives students a source of enjoyment that can enhance the quality of life throughout life.

Help from DPI

In addition to consultant services in the areas of health, physical education, art, and music, DPI offers a comprehensive set of guides to curriculum planning in each of these curricular areas.

Administrative Rule

PI 8.01(2)(j). The school district board shall provide instruction in health, physical education, art and music as follows:

1. Health instruction shall be provided in accordance with a written comprehensive health education curriculum which includes the curricular areas defined in ss. 115.35 and 118.01(2), Stats. A professional staff member shall be designated as coordinator of health education. Health education in grades kindergarten through 6 shall be under the direction of a licensed health teacher. In grades 7 through 12 health education shall be conducted by or under the direction of a licensed health teacher and shall include one structured course in health taught by a licensed health teacher.

2. Physical education instruction shall be provided in accordance with a developmental, sequential, comprehensive physical education curriculum and program of instruction for all pupils. Instruction in grades kindergarten through 6 shall be provided at least 3 times weekly, except that days on which special activities are conducted may be exempt; and shall be conducted by or under the direction of a licensed physical education teacher. Pupils in grade 6 may be scheduled in accordance with the criteria for scheduling grades 7 through 12 if the pupils are attending a school that includes any of those grades. All pupils in grades 7 through 12 shall participate in the instructional program of physical education taught by a licensed physical education teacher, except that in senior high schools one year or the equivalent may be optional to pupils.

3. Art instruction shall be provided in accordance with a written comprehensive art curriculum which is based on concepts developed through sensory awareness, aesthetic discrimination and skill development in the creation of art and the knowledge of human

art heritage. Art instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the direction of a licensed art teacher. Art instruction shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed art teacher.

4. Music instruction shall be provided in accordance with a written comprehensive music curriculum including developmental experiences involving singing, playing instruments, listening, movement, creative expression, and music reading. Music instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the direction of a licensed music teacher. Music instruction including general music, vocal music and instrumental music shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed music teacher.

Definition of Terms

Access. An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions (from PI 8.001, Wis. Admin. Code).

Related Standards

Standard (a). Every teacher, supervisor, administrator, and professional must hold a DPI-issued certificate, license, or permit.

Standard (d). Kindergarten students are to have learning opportunities in art, music, physical education, and health.

Standard (k). Written, sequential curriculum plans must be developed.

Standard (L). In elementary grades, health, physical education, art, and music instruction must be provided.

Standard (t). The special needs of artistic, creative, and talented students must be met.

Meeting Standard (j)

Requirement	Example of Documentation
Written comprehensive curriculum for all.	• Achieved through standard (k); s.118.01(2) and s. 115.35 for health curriculum must be included.
Instruction in all areas in grades K-6 shall be provided by or under supervision of a subject-area teacher.	• Achieved through standards (L) and (a). • Description of how supervision occurs. • Art, music, physical education, and health teachers' schedules.
Physical education meets three times per week at a minimum.	• Elementary teacher's class schedule showing physical education class times.
Instruction in grades 7-12 shall be available in art and music and taught by an art and music teacher.	• Achieved through standards (L) and (a). • Art and music teachers' schedules.
Instruction in grades 7-12 in health shall include at least one structured course by a health teacher.	• Achieved through standards (L) and (a). • Health teacher's schedule.
Instruction in grades 7-12 in physical education shall be required of all students and taught by a physical education teacher, except that one year may be elective in senior high schools.	• Achieved through standards (L) and (a). • Physical education teacher's schedule. • Middle and high school student handbook.

Questions and Answers

1. **What topics must be taught in the health education program?**
   Those topics identified in ss. 115.35, 118.01, and 118.33, Stats., must be taught.

2. **Is human sexuality a required topic to be taught in our schools?**
   No. However, s. 118.019, Stats., requires each school board to appoint a Human Growth and Development Advisory Committee which is to develop a human growth and development curriculum. This committee is to advise the school board concerning implementation of the curriculum, which may be integrated with health education and may include instruction in human sexuality.

3. **Can health units taught in subjects such as home economics, social studies, science, and physical education count toward the one-half credit health education graduation requirement?**
   No. The credit for high school graduation must be taught by a licensed health teacher in a regular health class.

4. **Can health units be integrated into other subjects at the elementary level?**
   Yes, providing that health instruction occurs weekly and is under the supervision of a health teacher with an overall curriculum to serve as a guide.

5. **If a health course is required in grades 7 and 8, does a district have to offer health in grades 9-12?**
   The health curriculum should be K-12, and provision should be made for new or transfer students who may need to acquire the 0.5 credit of health.

6. **Can health objectives be delivered by persons other than the classroom teacher?**
   Yes, aspects of the health curriculum might be integrated into developmental guidance taught by counselors or into the human growth and development curriculum taught by a school nurse.

7. **May elementary classroom teachers conduct health, physical education, art, and music classes for their students?**
   Yes, but only if a certificated health, physical education, art, or music teacher is responsible for the overall supervision of the content taught. Classroom teachers may teach these special subjects only to their own self-contained classrooms in grades K-6.

8. **Does a daily recess satisfy the elementary physical education requirement?**
   No, because it does not represent a developmental, sequential, comprehensive physical education program.

9. **May we provide high school physical education as a semester course on a daily basis, as long as students participate in the program during each of three different school years (that is, ninth, tenth, and eleventh grades)?**
   Yes. Students in grades 7 and 8, however, must have physical education all year long.

10. **May students substitute participation in interscholastic athletics for physical education?**
    No, interscholastic athletics do not meet the criteria for an instruction class which is developmental, sequential, and comprehensive.

11. **Is it legal for a school to offer no senior year physical education?**
    No, although schools with high school programs based on life-time sports may give students the option to not take physical education one year.

12. **Is 150 minutes of physical education each week sufficient to meet legal requirements?**
    No legal time requirements exist for physical education.

13. **May sixth-grade physical education be scheduled in 40-minute periods every other day?**
    Yes, but only if the sixth grade is housed in an organization with higher grades such as a middle school with grades 6-8.

14. **Does physical education need to be presented co-educationally at all levels?**
    To meet s. 118.13, Stats., all offerings must be presented to all students in a co-educational format. Gender may not be used as a criterion to separate students for instruction.

15. **May there be any exceptions to a co-educational offering in physical education?**
No. Frequently schools offer a variety of options or elective choices within the physical education program in order for students to meet the 1.5 credits required for graduation. Students then choose those activities which meet their interests. As a result, gender balance may be lacking. These programs, however, are within legal guidelines because the offerings have been made available to all students. Schools may not require students to take a course so that gender equity is achieved.

16. **May individual sports be altered if there is concern with co-educational participation?**
Title IX of the Federal Education Amendments of 1972 provides latitude within classes in contact sports (rugby, basketball, boxing, wrestling, football, ice hockey). For example, a district that includes wrestling within its curriculum may decide to separate and restrict the actual contact portion of a wrestling class to the same sex. Instruction in officiating and scorekeeping, however, would be co-educational. A second modification would be to limit the body contact portion of the class to one sex, with the other sex learning about officiating and scorekeeping. Another strategy is to alter rules. For example, rules in volleyball could be modified to three hits per side with a member of the opposite sex having to hit the ball once before it can be returned.

17. **At our school we offer art in seventh grade but not in the eighth grade. Is that in compliance with the standards?**
No, art instruction must be available to all students each year.

18. **Is general music required of students in grades 7 and 8?**
No, access to general music is required, however, for grades 7-12.

19. **What is general music?**
General music is the study of music theory, music appreciation, composition, and other music knowledge that does not have formal music performances as a required component of the study. Keyboard classes, guitar, and computer music are a few examples of general music study.

20. **Should the general music course be for one semester or the full year?**
It should be sufficient to attain the objectives of the particular course. Access may be provided according to several options defined as "access."

21. **Is one general music course sufficient?**
One general music course available to all children in grades 7-12 is sufficient for one year. Though a hierarchical sequence of courses is not required, a new set of learning objectives and experiences must be available to children as they move through the grades. Students should not be required to repeat a class or experience to fulfill this requirement.

22. **May the 7-12 general music requirement be satisfied by including nonperformance goals in the choral program and allowing nonperformance students to enroll in the choral program but not perform?**
The state music curriculum guide recommends that both instrumental and choral performance classes have nonperformance as well as performance outcomes. However, including nonperformance students in a performance class poses unique and perhaps insoluble problems. Musical knowledge as well as skills are taught best through performance, and the state music guide is based on this premise. This means that even nonperformance classes should also include some performance, but this necessarily would be a much more basic as well as a smaller component than that required in a performance class. When students who don't elect a performance class because of ability, temperament, or whatever are required to be part of a performing group, the learning experiences of both groups are degraded.

23. **Why can't music teachers teach different level groups (performance and nonperformance) in the same class? Art and foreign language teachers do.**
Teaching and learning in the cited classes are mainly based on individual work, while in music groups they are almost totally based on group activities. It would be highly impractical for the teacher to leave the performing group (30-80 students) during class in order to work with the smaller group (perhaps as few as one), since the larger group would be severely limited in what it could do on its own, especially in the same rehearsal room. An important question to consider is: Are the courses designed to educate students in the best possible way or merely to warehouse them?

DPI Resources

Personnel

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Program Development Section
Sue Grady, Section Chief
(608) 266-2364

Chet Bradley, Health Education Consultant
(608) 266-7032

David Engleson, Environmental Education Consultant
(608) 267-9266

Mel Pontious, Music Education Consultant
(608) 267-5042

Martin Rayala, Art Education Consultant
(608) 267-7461

Ken Wagner, Physical Education Consultant
(608) 266-3615

Standards Implementation Section
Section Chief
(608) 267-2063

Lois Brick, Standards Consultant
(608) 266-1389

Larry Rush, Standards Consultant
(608) 266-5514

Chuck Misky, High School Graduation Standards Consultant
(608) 267-6826

Publications

Wisconsin Department of Public Instruction. *A Guide to Curriculum Planning*. Madison, WI: DPI, 1988 reprint.

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Curriculum

Each school board shall:

(k) By September 1, 1988, develop a written, sequential curriculum plan in at least 3 of the following subject areas: reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art and music. The plan shall specify objectives, course content and resources and shall include a program evaluation method.

By September 1, 1989, develop a a written, sequential curriculum plan in at least 3 additional subject areas specified in subd. 1.

By September 1, 1990, develop a written, sequential curriculum plan in all of the remaining subject areas specified in subd. 1.

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Curriculum Plan

Overview

Standard (k) requires districts to develop, implement, and monitor curriculum plans for 12 subject areas. Areas to be covered include reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, physical education, art, and music. A provision of standard (L) has added foreign language to the list of curriculum documents to be written. An additional curriculum plan in vocational education is to be developed for grades 7 through 12. Computer literacy and environmental education are to be integrated throughout all plans where appropriate.

Curriculum development is important for a number of reasons:

- The need for continuous instructional leadership which is future oriented.
- The need to restructure a subject area in the light of recent research findings or the emerging needs of students.
- Recent local, state, or federal statutory changes such as the passage of graduation requirements or participation in a competency-based testing program.
- The demands for excellence affecting local curriculum.
- The impact of educational technology on local curriculum.
- The need to incorporate equity concepts and multicultural, sex-fair course objectives into a curriculum.

The school and district mission, especially as it relates to students, can be articulated through curriculum expectations. This may be accomplished through a general statement of purpose that relates all curriculum areas.

An organized district process of studying, reviewing, developing, implementing, and updating curriculum plans helps educators representing the various subject areas to examine over a period of time the appropriateness of the content of each curriculum plan and the effectiveness of instruction in each area.

If program and student objectives have been attained, no unusual curriculum revision may be indicated. However, curriculum development never should stop completely; even the best of curriculums can profit from continuous examination. New knowledge, improved techniques, changing philosophies, and local priorities make curriculum development a never-ending challenge.

DPI has published guides to curriculum development to provide support and assistance to educators responsible for revising or developing curriculum to meet local needs and aspirations. This includes providing models for improving curriculum and instruction; criteria for content selection; strategies for K-12 articulation, implementation, and evaluation of curriculum; statements of curriculum content for educators, school boards, and the community; and guidelines for preservice and inservice teacher education programs.

Administrative Rule

PI 8.01(2)(k). 2. Each school district board shall develop, adopt and implement a written school district curriculum plan which includes the following:

a. Kindergarten through grade 12 sequential curriculum plan in each of the following subject areas: reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, physical education, art and music.

b. A grade 7 through 12 sequential curriculum plan in vocational education.

3. Each sequential curriculum plan shall specify objectives, course sequence, course content, resources, an objective process of determining whether pupils attain the specified objectives, and an allocation of instructional time by week, semester and school term. The school district board shall establish in the school district curriculum plan the allocation of instructional time, by week, semester and school term, among all subject areas.

4. Each sequential curriculum plan shall include a program evaluation method which provides that components of the sequential curriculum plan shall be monitored continuously. The overall program evaluation method shall be reviewed at least once every 5 years and revised as appropriate to ensure that pupils meet the curriculum objectives.

5. The school district curriculum plan shall be consistent with the approved education for employment program under ch. PI 26.

6. The school district board shall develop sequential curriculum plans in at least 3 of the subject areas specified in subd. 2 by September 1, 1988; in at least 3 more of the subject areas specified in subd. 2 by September 2, 1989; and in all of the remaining subject areas specified in subd. 2 by September 1, 1990. The computer literacy and environmental education curriculum plans shall be developed as follows:

a. Computer literacy objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans.

b. Environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans, with the greatest emphasis in art, health, science and social studies education.

Definition of Terms

Computer literacy. The ability to use computer programs to assist learning, handling information and problem solving, and the ability to make informed judgments concerning social and ethical issues involving computers and information systems (from PI 8.01 (2) (k)1.a., Wis. Admin. Code).

School district curriculum plan. The composite of the sequential curriculum plans (from PI 8.01(2)(k)1.b., Wis. Admin. Code).

Sequential curriculum plan. An organized set of learning experiences that build upon previously acquired knowledge and skills (from PI 8.01(2)(k)1.c., Wis. Admin. Code).

Related Standards

Standard (b). Staff development to meet curriculum needs.

Standard (c). K-4 remedial reading.

Standard (d). Minimal content for kindergarten programs.

Standard (e). Developmental guidance curriculum.

Standard (f). Length of school year.

Standard (h). Materials, texts, and resources.

Standard (j). Curriculum requirements for health, music, physical education, and art; sufficient instructional time to meet stated goals and objectives.

Standard (L). Minimum requirements for regular instruction.

Standard (m). Education for employment.

Standard (n). Children at risk.

Standard (o). Performance disclosure report requirements.

Standard (p). High school graduation requirements.

Standard (r). Standardized reading tests in Grade 3.

Standard (s). Achievement tests aligned with curriculum.

Standard (t). Program requirements for gifted and talented pupils.

Meeting Standard (k)

Requirement	Example of Documentation
Write a school district curriculum plan.	• Written plan for curriculum development including K-12 sequential plans in reading, science, language arts, mathematics, social studies, health, physical education, art, music, and vocational education (grades 7-12), with plan for integrating computer literacy and environmental education. These plans may be integrated or combined (for instance reading and language arts) depending on district instructional philosophy.
Develop a program evaluation method.	• Description of method used for program evaluation including process for continuous monitoring.
Write components of sequential curriculum plans.	• Curriculum plans specify goals, objectives, sequence, course content, resources, student evaluation methods and instructional time for each curricular area.
Monitor the curriculum plan.	• Plan is reviewed at least every five years and revised as appropriate continuously to ensure that pupils meet objectives.
Specify time allocation.	• Time allocations are specified for each subject by week, semester, and school term. (For example, mathematics 250 minutes per week, health 75 minutes per week, and so forth.)
Integrate computer literacy and environmental education into the curriculum plan.	• Computer literacy is integrated in appropriate curricular areas. Environmental education is integrated as well, with emphasis in art, health, science, and social studies.
Have a foreign language curriculum by 1994.	• Plan for development or integration of foreign language curriculum for at least grades 7-12 which is required under standard (L).

Questions and Answers

1. **Must a computer literacy objective exist for every subject at every grade level?**
   The rule requires that computer literacy be integrated into the overall K-12 school district curriculum plan. The intent behind this requirement is that the integration will occur in a variety of places and times throughout the K-12 sequence, that computer-related activities and objectives are developmentally appropriate, and that the content or subject within which these activities are conducted are logically connected to the instructional objectives for computer literacy.

2. **If computer literacy and environmental education objectives are integrated into other subject-area plans, must the district develop separate plans for these two subjects?**
   Yes, your K-12 plans in computer literacy and environmental education, as well as other areas, may be different from other plans in that they will specify how and where the objectives will be integrated within the other curriculum plans. If computer literacy and environmental education objectives, resources, content, and time allocations appear throughout other curriculum plans, the requirements of Standard (k) will be met.

3. **What does continuous monitoring mean?**
   Continuous monitoring is an ongoing examination of how the program is working. If both program and student objectives have been attained, no curriculum revision may be indicated, but monitoring must continue.

4. **Must a written plan exist for reading?**
   Yes, although reading was not specified in the standard, it appears within the rule. A kindergarten through grade 12 reading program may be included in the language arts curriculum and integrated across the curriculum, but the reading component should be clearly defined.

5. **How must time allocations be reported?**
   Three different time allocations must be reported separately for each of the 12 content areas. For example, the amount of instructional time the district decides to devote to mathematics must be reported as a weekly allocation, by semester, and for the entire school term as set by board policy. Some of these time allocations will be straight multiples of a daily schedule, others may vary according to the time or resources necessary for instruction (for example, lab time for science).

6. **If the vocational education plan only has to be developed for grades 7-12, does education for employment only have to be integrated in grades 7-12?**
   No, education for employment is a K-12 program. The law requires that it be integrated into the curriculum at all grade levels. The vocational curriculum is only one of the seven elements of education for employment.

7. **What is meant by course content?**
   Course content is the subject matter or substance of the discipline. It is that which is selected from the total body of available knowledge as the instructional matter for each discipline. Course content may include processes as well.

8. **How many objectives does a plan need?**
   The number of objectives will vary from one content area to the next and from one grade level to the next. As districts determine the performance expectations they will have for their students, the substance and number of objectives will evolve to reflect the district's overall curriculum philosophy. Objectives are derived from goals or learner expectations. The DPI curriculum guides recommend sample objectives for the content areas.

9. **How should time allocations be determined?**
   It is likely that time allocations will vary across grade levels and between subject areas. With the guidance of the suggested minimum time allocations that appear in Appendix B of *A Guide to Curriculum Planning*, districts should determine their instructional time schedule by examining the stated performance objectives for each grade and subject. Time allocations should reflect the estimated length and frequency of instructional activities sufficient to meet those objectives. In the case that subjects are integrated, the time allocation for each integrated component should be indicated.

10. **What should be included in an appropriate "program evaluation method"?**
    Program evaluation can take many forms including both formal and informal expectations. The greater the diversity in methods used, the greater the probability that the conclusion(s) will be valid. The evaluation method should answer this question, To what extent are the stated curricular goals and objectives being met?

11. **In what ways can the education for employment plan be integrated into K-12 curriculum plans?**
    Instructional units are the logical place at which education for employment objectives should be integrated. Strategies, methods, and activities should be created which will allow for the practical application of world of work skills and attitudes.

12. **May subjects other than computer literacy and environmental education be integrated?**
    Yes, subjects such as reading and language arts may be integrated, provided that the curriculum plans specify how and where the objectives for each of the subject areas are integrated.

DPI Resources

Personnel

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Linda Cate, Education for Employment Consultant
(608) 266-9897

Standards Implementation Section
Section Chief
(608) 267-2063

Lois Brick, Standards Consultant
(608) 266-1389

Program Development Section
Sue Grady, Section Chief
(608) 266-2364

Chet Bradley, Health Education Consultant
(608) 266-7032

Donald Chambers, Mathematics Consultant
(608) 266-7712

David Engleson, Environmental Education Consultant
(608) 267-9266

Frank Grittner, Foreign Language Consultant
(608) 266-3079

H. Michael Hartoonian, Social Studies Consultant
(608) 267-9273

Al Hovey, Jr., Science Consultant
(608) 266-3319

Jacqueline Karbon, Reading Consultant
(608) 267-9268

Ellen Last, English/Language Arts Consultant
(608) 267-9265

Mary Kay Pearson, Eisenhower Consultant
(608) 267-9270

Melvin Pontious, Music Education Consultant
(608) 267-5042

Martin Rayala, Art Education Consultant
(608) 267-7461

Ken Wagner, Physical Education Consultant
(608) 266-3615

Bureau for Vocational Education
Richard Dignan, Director
(608) 267-9244

Consultation Section
Eunice Bethke, Section Chief
(608) 267-9275

Bureau for Instructional Media and Technology
Carolyn Folke, Director
(608) 266-1965

Neah Lohr, Microcomputer and Instructional Technology Consultant
(608) 266-3856

Richard Sorensen, Consultant, Instructional Media Programs
(608) 266-1924

Publications

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Instruction

Each school board shall:

(L) 1. In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music.

2. In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music. The school board shall also provide pupils with an introduction to career exploration and planning.

3. In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. In this subdivision, "access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies or cooperative arrangements between school boards and postsecondary institutions.

4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

5. Provide regular instruction in foreign language in grades 7 and 8 beginning in the 1994-95 school year.

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Regular Instruction

Overview

Research on effective schools identifies several elements that exist and interact in schools that effectively help students to learn. One of the characteristics of effective schools is providing pupils an opportunity to learn through carefully planned and implemented lessons. Concepts such as "time on task" and "academic engaged time" refer to the amount of time devoted to instruction and learning.

Standard (L) defines the subjects that must be taught on a regular basis in elementary, middle, and high schools. It links instructional time to the curriculum plan required in Standard (k). This standard is also linked to the education for employment Standard (m) through the career exploration and planning requirement. The basic rationale for Standard (L) is to ensure that some minimum level of instruction occurs in all of the identified curriculum areas so that students have an opportunity to learn.

The requirement for access to specified programs at the high school is to allow students an opportunity to study and master specific skill areas that later may be essential to their success in continued education or in employment. This standard recognizes the difficulty that small or economically constrained districts may have in providing instruction in all areas, and it allows for cooperative compliance.

DPI's Bureau for School Improvement can assist school districts by responding to questions about regular instruction.

Administrative Rule

PI 8.01(2)(L). Each school district board shall provide instruction as follows:

1. In grades kindergarten through 4, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, health, physical education, art and music. In this subdivision, "regular instruction" means instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).

2. In grades kindergarten through 8, include instruction in the social studies curriculum in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in the state in at least 2 grade levels and in at least one grade level in grades 9 through 12 beginning September 1, 1991.

3. In grades 5 through 8, regular instruction shall be provided in reading, language arts, social studies, mathematics, science, physical education, health, art and music. In this subdivision, "regular instruction" means instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k), except that in middle level formats which offer or require a variety of exploratory experiences for pupils, such as foreign language, business education, vocational agriculture, technology education, home economics education and marketing education, regular instruction in health, art and general music may be provided as follows:

a. In grades 5 and 6, each week for the entire school term or the equivalent in instructional time and course content, and in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).

b. In grades 7 and 8, in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k).

4. In grades 7 and 8, provide regular instruction in foreign language beginning in the 1994-95 school year. In this subdivision regular instruction in foreign language means access to instruction in sufficient frequency and length to achieve the objectives and time allocations of a written, sequential curriculum plan in foreign language. The foreign language curriculum shall follow the requirements of other curriculum documents required under par. (k).

5. An introduction to career exploration and planning, through a one semester course or the equivalent in instructional time and course content, shall be integrated within grades 5 through 8.

6. In grades 9 through 12, access shall be provided, without charge for tuition, to an educational program which enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. The school district board shall make all courses as widely available to all pupils as possible, however an individual pupil's scheduling conflict does not constitute denial of access to a course.

Definition of Terms

Access. The opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions (from PI 8.001(1), Wis. Admin. Code).

Career exploration and planning. The process by which elementary and secondary pupils identify and evaluate life and work choices, explore and plan career goals, and acquire realistic life and work decision-making skills (from PI 8.001(2), Wis. Admin. Code).

Regular instruction. Instruction each week for the entire school term in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under par. (k) (from PI 8.01(2)(L)1. and 3.a. Wis. Admin. Code).

or

Instruction provided in sufficient frequency and length to achieve the objectives and allocation of instructional time identified in the curriculum plans developed and adopted under Standard (k) (from PI 8.01(2)(L)3.b., Wis. Admin. Code).

Related Standards

Standard (a). Ensure that instruction in all Wisconsin public schools is provided by or, in some cases, under the supervision of a licensed professional.
Standard (j). Provide instruction in health, physical education, art, and music.

Standard (k). Develop written, sequential curriculum plans, specifying objectives, course content, resources, and program evaluation methods.

Meeting Standard (L)

Requirement	Example of Documentation
Identify the amount of time each week that is allocated to each of the following subjects: **a. For grades K-6*:** **- reading** **- language arts** **- social studies** **- mathematics** **- science** **- health** **- physical education** **- art** **- music** **b. For grades 7 and 8*:** **- reading** **- language arts** **- social studies** **- mathematics** **- science** **- physical education** **c. For grades 7 and 8 (not necessarily every week):** **- health** **- art** **- music**	• Time for each subject by week, semester, and school term. Elementary teachers' weekly schedules, middle level unit assignments or high school time assignments for classes are evidence of regular instruction.
d. For grades 5 through 8, career exploration and planning, through a one-semester course or the equivalent in instructional time and course content.	• Curriculum document(s) identifying career exploration and planning.
Provide all students in grades 9 through 12 access each year to the following courses: **- English** **- social studies** **- mathematics** **- science** **- vocational education** **- foreign languages** **- physical education** **- art** **- music**	• List of course titles.

*Grades 5-8 in a middle school format may arrange instruction consistent with the language in administrative rule PI 8.01(2)(L).

Questions and Answers

1. **Will a high school health course in grade 9 or 10 satisfy the health requirement?**
   Health must also be provided in the seventh and eighth grade. One-half credit of health is required somewhere within grades 7-12 to satisfy the graduation requirement. A credit is defined to be a course "that meets daily for a normal class period for a full school term" (see Standard (p)).

2. **Does a high school have to offer four years of the same foreign language (for example, German I, II, III, and IV)?**
   The access to foreign language may be satisfied by two years of two languages (for example, Spanish I and II and French I and II). This is not, however, recommended as a good educational practice.

3. **If access to a course is offered outside of district course offerings, is the district responsible for the cost of that course?**
   A student should not be required to pay extra for a course taken outside of the district if that course is the only option available to satisfy the minimum requirement in Standard (L).

4. **If reading objectives, resources, content, and time allocations are integrated into other content-area curriculum plans for grades 7 and 8, have we met the requirement of regular instruction in reading for those two grades?**
   Yes. Integration of reading instruction into the content areas is recommended for the middle grades and is also an option for the elementary grades.

5. **In grades 7 and 8, each student is required to take 9 weeks of family resources, foreign language, industrial technology, and business education. Must they also be required to take health, art, and general music?**
   No, health, art, and general music must be offered, but students need not be required to take any of them. Instruction in health may be integrated into other subject areas.

6. **All of our grades, 1 through 8, are in self-contained classrooms. The classroom teachers teach all of the subjects; however, physical education, art, music, and health are supervised by specialists. Must the courses be taught at least once a week all year? Must all students take all of the courses?**
   Yes to both. In addition, physical education must be taught three times per week in grades K-6 as required in Standard (j), and art, music and physical education must be taught by subject specialists in grades 7 and 8, also a requirement of Standard (j).

7. **We have a middle school with grades 5-8. We offer foreign language, family resources, industrial technology, keyboarding, art, general music, and health in weeklong modules or segments. Since two or more of these subjects are offered at the same time, must all students take all of these courses within grades 5-8?**
   In grades 5 and 6, students must take general music, art, and health for a minimum of 36 meetings. In grades 7 and 8, all courses may be elective.

8. **In grades 7 and 8, students are permitted to elect family resources, industrial technology, general music, art, health, and foreign language. These are yearlong courses; some meet daily, others twice weekly. Does this meet the requirement of Standard (L)?**
Yes.

DPI Resources

Personnel

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Program Development Section
Sue Grady, Section Chief
(608) 266-2364

Chet Bradley, Health Education Consultant
(608) 266-7032

Donald Chambers, Mathematics Consultant
(608) 266-7712

David Engleson, Environmental Education Consultant
(608) 267-9266

Frank Grittner, Foreign Language Consultant
(608) 266-3079

H. Michael Hartoonian, Social Studies Consultant
(608) 267-9273

Al Hovey, Jr., Science Consultant
(608) 266-3319

Jacqueline Karbon, Reading Consultant
(608) 267-9268

Ellen Last, English/Language Arts Consultant
(608) 267-9265

Melvin Pontious, Music Education Consultant
(608) 267-5042

Martin Rayala, Art Education Consultant
(608) 267-7461

Ken Wagner, Physical Education Consultant
(608) 266-3615

Standards Implementation Section
Section Chief
(608) 276-2063

Lois Brick, Standards Consultant
(608) 266-1389

Larry Rush, Standards Consultant
(608) 266-5514

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Education for Employment

Each school board shall:

(m) Provide access to an education for employment program that has been approved by the state superintendent.

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Education for Employment

Overview

Standard (m), Education for Employment, requires all school districts to provide all students, throughout their education, access to classes and programs designed to prepare them for employment, further education, and citizenship.

The DPI developed the concept of education for employment based on research cited in the Parker Project (1984), *Workplace Basics: The Skills Employers Want* (1989), *America's Choice* (1990), and other literature. It is designed to provide each student with both the skills needed for productive entry into the work force and the academic knowledge needed for further education and training. Education for employment refocuses the mission of public elementary and secondary education by recognizing the key role education plays in economic development. This necessitates changes in how the state's education system approaches its task.

Standard (m) takes a broader and more comprehensive view of education's role in economic development and would use federal, state, and local funds to meet the future job training needs of Wisconsin.

DPI's Division for Instructional Services can provide consultative help in planning and implementing education for employment.

Administrative Rule

PI 8.01(2)(m). Each school district board shall comply with s. 121.01(1)(m), Stats., and Ch. PI 26, relating to education for employment.

Related Administrative Rule

PI 26 Education for Employment Plans and Program Requirements

PI 26.01 Applicability and purpose. Under s. 121.02(1)(m), Stats., beginning in the 1991-92 school year, every board shall provide access to an education for employment program approved by the state superintendent. The purpose of education for employment programs is to prepare elementary and secondary pupils for employment, to promote cooperation between business and industry and public schools, and to establish a role for public schools in the economic development of Wisconsin. This chapter defines education for employment programs, describes the process for approval of education for employment plans, and establishes approval criteria for education for employment programs.

PI 26.02 Definitions. In this chapter:

(1) "Basic skills" means reading, language arts, mathematics, science and social studies concepts and skills.

(2) "Board" means the school board in charge of the public schools of the district.

(3) "Business and education partnerships" means formal cooperative relationships between public schools and school districts and businesses which benefit and involve pupils, professional staff, the school district, businesses, and the community.

(4) "Career exploration and planning" means the process by which elementary and secondary pupils identify and evaluate life and work choices, explore and plan career goals, and acquire realistic life and work decision-making skills.

(5) "CESA" means a cooperative educational service agency under ch. 116, Stats.

(6) "Community field experience" means learning about work and other life roles by studying, observing and performing them, and it involves expanding educational environments to places where these roles occur.

(7) "Department" means the Wisconsin department of public instruction.

(8) "Employability skills and attitudes" means the cognitive and affective skills needed by pupils to obtain and retain employment, and which are applicable and transferable to general employment situations.

(9) "School supervised work experience" means a set of planned educational experiences, supervised by licensed school personnel, designed to enable learners to acquire attitudes, skills and knowledge for work and other life roles by participating in actual or simulated work settings related to in-school instructional programs.

(10) "State superintendent" means the state superintendent of public instruction.

(11) "Study of economics and American economic institutions" means the study of economics including business, industry, labor, and agricultural operations and organizations and their role in a local, state, national and international economy; entrepreneurship and entrepreneurial skills; consumer and household economics; and the role of citizens in a local, state, national, and international economy.

(12) "Vocational education" means instructional programs designed to achieve pupil mastery of the skills set forth in s. 118.01(2)(b), Stats.

PI 26.03 General requirements for school board programs for education for employment. Under s. 121.02(1)(m), Stats., by September 1, 1991, and thereafter, every board shall have an education for employment program for elementary and secondary pupils which has been approved by the state superintendent under s. PI 26.04. To be approved, a program shall meet all of the following requirements:

(1) The board shall appoint a districtwide education for employment council or participate in a CESA education for employment council, or participate in an education for employment council established through a s. 66.30, Stats., agreement among 2 or more boards. At least half the council shall be composed of employers who are representative of a cross section of the district or regional labor market. The remainder shall be composed of teachers, administrators, pupil services personnel, board members, pupils, parents, representatives of organized labor, representatives of job training partnership councils, and representatives of district vocational and technical institutes or colleges. The council shall be representative of the population in the district or region, including females, minorities and disabled persons.

(2) The program shall be operated in accordance with an education for employment plan developed by the council and approved by the board by September 1, 1989. The program's long range plan shall be defined in incremental steps and the plan shall be implemented by September 1, 1991. The plan shall be based on pupil needs and interests, equality of educational opportunity, labor market information, impact on economic development and job creation, employment needs, periodic follow-up studies of graduates, and an evaluation of current programs and staff development needs. The plan shall be reviewed annually by the education for employment council and revised, if necessary, at least once every 5 years.

(3) The board shall designate a staff person to coordinate the education for employment program.

(4) All pupils in grades kindergarten through 12 shall have access to an education for employment program which provides for the following:

(a) Instruction which provides for the practical application of basic skills in the general and vocational curricula.

(b) School-supervised work experience. Work experience may include community field experiences relating to work in grades kindergarten through grade 12, more specific occupational training in grades 7 through 12, and paid work experience in grades 10 through 12.

(c) Career exploration and planning which also addresses sex-role stereotyping in career decision making.

(d) Instruction in employability skills and attitudes.

(e) The study of the practical application of economics and American economic institutions, including entrepreneurship education and the knowledge needed to begin and operate a business.

(5) All pupils in grades 9 through 12 shall have access to vocational education programs which have an appropriate curriculum based on labor market information including follow-up studies of graduates on the basis of race, sex and handicapping condition, job placement and employment needs.

(6) The board shall maintain information on pupil participation in the education for employment program by race, sex and disability.

(7) The board shall establish a business and education partnership council to encourage the development of business and education partnerships. The education for employment council established under sub. (1) may serve as the business and education partnership council.

(8) The board shall integrate other educational program requirements into the education for employment program, including those found in the school district standards under s. 121.02(1), Stats., vocational skills required under s. 118.01(2)(b), Stats., high school graduation requirements under s. 118.33, Stats., and programs for children at risk under s. 118.153, Stats.

(9) The board shall coordinate the education for employment program with other public school districts; CESAs; vocational technical institutes and colleges; and job training programs.

PI 26.04 Approval of education for employment programs. The state superintendent shall review school district education for employment plans during the school district standards compliance audits under s. PI 8.02. The state superintendent shall approve a program if it meets all of the requirements of s. PI 26.03.

Definition of Terms

See the definitions in the "Related Administrative Rule."

Related Standards

Standard (b). The professional staff development plan should include the opportunity for teachers to develop skills in areas such as practical applications of basic concepts, sex-role stereotyping, employability skills and attitudes, the practical application of economics, and community field experiences.

Standard (e). The counseling service should provide career exploration and planning which addresses sex-role stereotyping and career decision making. A developmental guidance approach could be implemented.

Standard (k). The district curriculum plan should reflect the curricular components of the education for employment program.

Standard (L). Career exploration and planning is a required topic of regular instruction within grades 5 through 8.

Standard (n). Students identified as being "at risk" are those most in need of basic employability skills.

Standard (o). A district performance disclosure report should include goals and objectives from the education for employment plan.

Standard (p). School-supervised work experience must be a board-approved activity and should be coordinated through the education for employment plan.

Standard (t). Gifted and talented students should have access to employment programming specifically suited to their needs.

Meeting Standard (m)

Requirement	Example of Documentation
Appoint an Education for Employment Council or form a consortium agreement according to the following: **-One-half of the members be business/industry representatives.** **-Other members include teachers, administrators, pupil services personnel, board members, pupils, parents, representatives of organized labor, representatives of job training partnership councils, and representatives of district vocational and technical institutes or colleges. The council shall be representative of the population in the district or region, including females, minorities, and disabled persons.**	• List of council members with the group they represent. A representative sample of members other than business/industry representatives may be used rather than one from each category. However, one-half of the members must be business or industry people.
Annual review and revision of an Education for Employment plan initially required (September 1, 1989), by the Education for Employment council with approval by the board if needed. **-The program's long-range plan shall be defined in incremental steps.** **-The plan shall be based on pupil needs and interests, equality of educational opportunity, labor market information, impact on economic development and job creation, employment needs, and an evaluation of current programs and staff development needs.**	• A copy of the written plan.
Designate an individual to coordinate the Education for Employment program.	• Name of person designated, position held, time allocated for education for employment responsibilities

Meeting Standard (m)

Requirement	Example of Documentation
Provide access to an Education for Employment program in grades K-12 which includes: **-Instruction which provides for the practical application of basic skills in the general and vocational curriculums.** **-School-supervised work experience. Work experience may include community field experiences relating to work in grades K-12, more specific occupational training in grades 7 through 12, and paid work experience in grades 10 through 12.** **-Career exploration and planning which also addresses sex-role stereotyping in career decision making.** **-Instruction in employability skills and attitudes.** **-The study of the practical application of economics and American economic institutions, including entrepreneurship education and the knowledge needed to begin and operate a business.**	• A copy of the plan.
Provide access for all pupils in grades 9 through 12 to vocational education programs which have an appropriate curriculum based on labor market information including follow-up studies of graduates, job placement, and employment needs.	• Vocational education curriculum for grades 9 through 12. • Data related to labor market information.
Establish a business and education partnership council to encourage the development of business and education partnerships.	• List of council members including association, position held, title, business, or other association and phone number. (The Education for Employment Council established under sub. (1) may serve as the business and education partnership council.)

Meeting Standard (m)

Requirement	Example of Documentation
Integrate other educational program requirements into the Education for Employment program, including those found in the school district standards under s. 121.02(1), Stats.; vocational skills required under s. 118.01(2)(b), Stats.; high school graduation requirements under s. 118.33, Stats.; and programs for children at risk under s. 118.153, Stats.	• A copy of the written plan.
Submit changes in the approved plan to the state superintendent for approval at least 90 days prior to implementation.	• A copy of the revised plan.

Questions and Answers

1. **Who should be the district education for employment coordinator?**
   The education for employment coordinator should be an individual who has an equal interest in the total educational program and business involvement in the process of formal education. While no specific license requirements exist for this position, the coordinator should have sufficient time allocated to fulfill the obligations and duties. The coordinator must have a total K-12 interest and focus, an understanding of how business and education partnerships can be nurtured, and an understanding of the requirements of what needs to be accomplished to meet the standard. If on a part-time basis, the coordinator can be an individual who also serves as an administrator, curriculum director, guidance and counseling director, LVEC, instructor, or business or industry representative.

2. **What is the purpose, role, and function of the Education for Employment Council?**
   The council's purpose is to involve business and industry with the school and community so all community youth are better prepared for the realities of the work place. The council, in developing the education for employment plan, will use its broad-based expertise to examine the school's total K-12 program and recommend long-range instructional, staff development, and curriculum improvements.

3. **What relationship does education for employment envision among business and industry, the community, and K-12 public schools?**
   Public schools do more than prepare youths for jobs; they also transmit shared cultural beliefs and prepare youth for effective citizenship. Education for employment says that schools should tie learning to making a living to allow for better school-to-

work transition. Therefore, it suggests that K-12 education be the focal point to link basic skills education; career exploration, planning, and decision making; citizenship; and preparation for the world of work so that they are an interwoven whole. To do this, schools need to involve business, industry, and the community in a unified and coordinated way.

4. **How does education for employment affect the K-12 curriculum?**
   The initiative is designed to be fully integrated and infused at all grade levels and in all curricular areas. If a district applies the basic skills in the academic and vocational curriculums through world-of-work examples, then the entire K-12 curriculum and evaluation system.

5. **When does PI 26 have to be implemented?**
   When a district is audited for standards compliance, its progress in meeting PI 26 will be judged against its plan (developed by September 1, 1989). The plan, however, must be reviewed by the council annually and revised every five years.

6. **Is education for employment vocational education directed toward job-bound students?**
   No. The education for employment concept also includes K-12 career exploration and development, planning, and decision making; communitywide business and industry/school partnerships; practical economics; school-supervised work experience; and the practical application of basic skills in the K-12 academic and vocational curriculums by using world-of-work examples. The education for employment concept touches *all* youth throughout the K-12 curriculum so that *all* youth are prepared for employment, postsecondary education, and life-long learning.

7. **Does the district need to collect data on the basis of sex, race, and handicapping condition above and beyond what is already collected on DPI forms PI 1203, PI 1204, PI 1290, and PI 2197?**
   No, the information collected on those forms is sufficient.

DPI Resources

Personnel

Office for School Improvement
Robert Gomoll, Director
(608) 266-2658

Linda Cate, Education for Employment Consultant
(608) 266-9897

Standards Implementation Section
Section Chief
(608) 267-2063

Larry Rush, Standards Consultant
(608) 266-5514

Publications

Wisconsin Department of Public Instruction. *Education for Employment: A Resource and Planning Guide*. Madison, WI: DPI, 1990 reprint.

_____. *Classroom Activities in Employability Skills for Education for Employment*. Madison, WI: DPI, 1990 reprint.

Children at Risk

Each school board shall:

(n) Develop a plan for children at risk under s. 118.153, Stats.

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Children At Risk

Overview

Standard (n), Children At Risk, is designed to assist educators to identify and plan programs to meet the educational, social, personal, employment, cultural, and health needs of children who are at risk of failure in school and life. Many factors can jeopardize a child's ability to succeed in and complete school. These include poverty, being a teen parent, homelessness, low self-esteem, alcohol or drug abuse, poor health, deficiency in the English language, poor nutrition, inadequate opportunities to succeed in school, loss of hope for the future, and the lack of life goals.

The impact of these conditions are evident in Wisconsin.

- An estimated 170,000 Wisconsin children (1 in 8) live in families with incomes below the poverty line.
- Among black children in Wisconsin, an estimated 41.4 percent live in poverty, and 31.7 percent of Wisconsin's Hispanic children are poor.
- In 1989-90, the high school dropout rate for four of Wisconsin's urban school districts was: Milwaukee, 14.7%; Madison, 5.1%; Kenosha, 5.1%; and Racine, 2.9%. Of 7,360 Wisconsin pupils who dropped out of high school during 1988-89, 4,176 (57%) left one of these four school districts before graduation.
- Fifty-three percent of the sixth graders in Wisconsin have used alcohol. The use of alcohol rises to 94 percent of the student body in the 12th grade.
- The birth rate among adolescents age 17 and younger is increasing in Wisconsin. Only 12.3 percent of those adolescents were married. Eleven percent of the births were the mother's second live birth.

Under this standard, local school districts are required to develop and adopt policies which encourage and foster school success through child-centered programs built on the philosophy that all children can learn and stay in school through graduation. Many of Wisconsin's pupils labeled at risk have fragile egos, and much of their behavior is a defense against the negativism they experience in and out of school. Many pupils identified as at risk come from either homes or situations that are in a constant state of chaos. Their problems may be compounded by the school which is quick to identify their weaknesses with messages of failure and negative labeling. Children at risk come to their schools with hostility as a result of their home and previous school experiences.

The labels "at-risk student" or "dropout" mask the ethnic, social, and academic diversity among youth who are the subjects of these terms. Further, the range and complexity of problems these pupils may be experiencing is often not fully understood nor recognized. If children's problems are not addressed effectively, they face a bleak future, one that will bear enormous costs for both the children and the society as a whole.

"Children at risk" is a term widely used to describe children victimized by a variety of health, social, educational, and economic factors. Many children affected by these problems attend public schools where they are expected to be attentive, complete assignments, learn in a classroom setting, steadily earn credits needed for high school graduation, and eventually enter the world of work as responsible citizens. Supportive school programs and staff efforts are critical to help such children cope with health and social stresses that impair their ability to learn, progress through school, and graduate. Section 118.153, Wis. Stats., defines "children at risk" and requires every school board to annually identify such children in the district and to develop a plan for programs to meet these children's needs. Needs may be met through curriculum modifications,

instructional approaches and alternative programs, remedial instruction, parental involvement, pupil support services, community support service programs, preparation for work programs, and other proven approaches.

School districts with 50 or more dropouts or with a high school dropout rate exceeding 5 percent in the previous school year must have their plans approved by the state superintendent. They then must submit an annual report detailing attendance, retention, school progress, basic skills acquisition, and high school graduation rates for students enrolled in the children at-risk program. Additionally, school districts with an annual dropout rate between 2.5 percent and 4.99 percent may submit their plans voluntarily to the state for review and approval and thus qualify for additional state aids.

DPI is prepared to help all school districts through programs serving children at risk in such areas as developmental guidance, school-age parents, suicide prevention, physical and sexual abuse prevention, alcohol and other drug abuse prevention, and alcohol and traffic safety. A variety of other DPI programs are available to help districts serve children at risk; these include Education for Employment, Job Training Partnership Act, and Carl Perkins Vocational Education Act funds. Finally, DPI has developed a second edition of its publication, *Children At Risk: A Resource and Planning Guide*, to help school district staff design and implement their programs.

Related Administrative Rule

PI 8.01(2)(n). Each school district board shall comply with s. 118.153, Stats., and ch. PI 25, relating to plans and programs for children at risk.

118.153 Children at risk. (1) In this section:

(a) "Children at risk" means

1. Pupils who are one or more years behind their age group in the number of credits attained or in basic skill levels and are also one or more of the following:

a. Dropouts.

b. Absent, in any school semester, for more than 15% of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f)2, whether such absences are excused or unexcused.

c. Parents.

d. Adjudicated delinquents.

2. Pupils in grades 5 to 8 who are 2 or more years behind in their age group in basic skill levels.

3. Pupils in grades 5 to 8 who are one or more years behind their age group in basic skill levels and have been absent, in any school semester, for more than 10% of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f)2, whether such absences are excused or unexcused.

(b) "Dropout" means a child who ceased to attend school, continues to reside in the school district, does not attend a public, private or vocational, technical and adult education district school or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s. 118.15(1)(b) to (d) or (3).

(2)(a) Every school board shall identify the children at risk who are enrolled in the school district and annually by August 15 develop a plan describing how the school board will meet their needs. The plan shall do all of the following:

1. Describe how curriculum modifications, alternative programs, remedial instruction and pupil support services will be used to meet the needs of the children at risk.

2. Include a list of all community support services available to the children at risk and describe how the services will be used and coordinated to meet the needs of the children at risk.

3. Provide for parent-teacher conferences for parents of children at risk and describe how parental involvement will be used to meet the needs of the children at risk.

(b)1. If in the previous school year a school district had 50 or more dropouts or a dropout rate exceeding 5% of its total high school enrollment, the school board shall submit the plan developed under par. (a) to the state superintendent for his or her approval.

2. If in the previous school year a school district had a dropout rate greater than 2.5% but not exceeding 5%, the school board may submit the plan developed under par. (a) to the state superintendent for his or her approval.

(3)(a) Beginning in the 1986-87 school year:

1. Every school board shall make available to the children at risk enrolled in the school district a program for children at risk.

2. Upon request of a pupil who is a child at risk or the pupil's parent or guardian, the school board shall enroll the pupil in the program for children at risk. If a school board makes available more than one program for children at risk, the school board shall enroll the pupil in the program selected by the pupil's parent or guardian if the pupil meets the prerequisites for that program.

(b) Programs for children at risk shall be designed to allow the pupils enrolled to meet high school graduation requirements under s. 118.33.

(c)1. The school board of a school district operating under ch. 119 shall identify appropriate private, nonprofit, nonsectarian agencies located in the school district to meet the requirements under pars. (a) and (b) for the children at risk enrolled in the school district.

2. The school board may contract with the agencies identified under subd. 1 for not more than 30% of the children at risk enrolled in the school district if the school board determines that the agencies can adequately serve such children.

3. The school board shall pay each contracting agency, for each full-time equivalent pupil served by the agency, an amount equal to at least 80% of the average per pupil cost for the school district.

(4)(a) Beginning in August, 1987, and annually thereafter, the school board of every school district

whose plan was approved under sub. (2)(b) in the previous school year shall submit a report to the state superintendent. The report shall include information on the school district's attendance, retention and high school graduation rates for pupils enrolled in a program for children at risk and the percentage of pupils enrolled in a program for children at risk who received academic credit in the previous school year.

(b) Except as provided under par. (d) if upon receipt of a school board's annual report under par. (a) the state superintendent determines that any 3 of the conditions listed under par. (c) existed in the school district in the previous school year, the school district shall receive from the appropriation under s. 20.255(2)(bc), for each pupil enrolled in the school district's program for children at risk, additional state aid in an amount equal to 10% of the school district's average per pupil aids provided under ss. 20.143(1)(bs) and ss. 20.255(2)(ac), (ad), (an) and (q) in the previous school year.

(c)1. The school district's average attendance rate for pupils enrolled in the school district's program for children at risk was at least 70%.

2. The school district's retention rate for pupils enrolled in the school district's program for children at risk was at least 70%.

3. At least 70% of the pupils enrolled in the school district's program for children at risk as high school seniors received a high school diploma.

4. At least 70% of the pupils enrolled in the school district's program for children at risk received academic credit.

5. The school district's program for children at risk can show significant improvement in reading and mathematics performance for each semester of instruction.

(d) The state superintendent may not provide additional aid under par. (b) to a school district for a children at risk program serving pupils in grades 5 or 6 unless the program met all of the following requirements in the previous school year:

1. The average attendance rate for pupils enrolled in the program was at least 90%.

2. At least 80% of the pupils enrolled in the program demonstrated significant academic progress.

3. At least 70% of the parents or guardians of the pupils enrolled in the program participated in parent involvement activities established by the school board.

(e)If the appropriation under s. 20.255(2)(bc) in any fiscal year is insufficient to pay the full amount of aid under par. (b), state aid payments shall be prorated among the school districts entitled to such aid.

(5) The school board of a school district receiving additional state aid under sub. (4)(b) shall use the additional funds received for meeting the requirements under subs. (2)(a) and (3).

(6) Biennially, the legislative audit bureau shall audit school district eligibility, performance criteria and state aid payments under this section.

(7) The state superintendent shall promulgate rules to implement and administer this section. The rules shall not be overly restrictive in defining approved programs and shall not serve to exclude programs that have demonstrated success in meeting the needs of children at risk.

Related Wisconsin Statute

PI 25 Children At Risk Plan and Program Requirements

PI 25.01 Applicability and purpose. (1) Under s. 118.153(3)(a), Stats., every board shall make available programs to serve children at risk. The purpose of the legislation is to serve the needs of children at risk through expanded or newly developed programming and the integration of school, parent and community programs and resources. This chapter defines children at risk, establishes approval criteria and requirements for children at risk plans and programs and sets forth the requirements for receipt of additional state aid in those school districts eligible under s. 118.153(4), Stats.

(2) The requirements under ss. PI 25.03, 25.04 and 25.06 apply to all school districts in the state; s. PI 25.05 contains additional requirements which apply only to school districts operating under ch. 119, Stats.

PI 25.02 Definitions. In this chapter:

(1) "Adjudicated delinquent" means delinquent as defined under s. 48.02(3m), Stats.

(2) "Alternative programs" means board approved instructional programs offered in place of regularly scheduled curriculum programs.

(2m) "Basic skills," for purposes of determining whether a pupil is a child at risk, means achievement in reading or mathematics or both.

(3) "Board" means the school board in charge of the public schools of the district.

(4) "Ceased to attend" means that a pupil has been absent without acceptable excuse under ss. 118.15(1)(b) to (d) or (3), and 118.16(4), Stats., for 20 consecutive school days and has not formally withdrawn from school.

(5) "Children at risk" means:

(a) Pupils who are one or more years behind their age group in the number of credits attained or in basic skill levels and are also one or more of the following:

1. Dropouts

2. Absent, in any school semester, for more than 15% of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f) 2, Stats., whether such absences are excused or unexcused.

3. Schoolage parents.

4. Adjudicated delinquents.

(b) Pupils in grades 5 to 8 who are 2 or more years behind their age group in basic skill levels.

(c) Pupils in grades 5 to 8 who are one or more years behind their age group in basic skill levels and have been absent, in any school semester, for more than 10% of the number of hours of direct pupil instruction required during that semester under s. 121.02(1)(f) 2, Stats., whether such absences are excused or unexcused.

(6) "Contract" means a written agreement between a board operating under ch. 119, Stats., and a private, nonprofit, nonsectarian agency for the purpose of providing services to children at risk.

(7) "Curriculum modifications" means adaptations or changes in the district's kindergarten through grade 12 curriculum scope and sequence.

(8) "Department" means the Wisconsin department of public instruction.

(9) "Dropout," for purposes of determining whether a pupil is a child at risk, means a pupil who:

(a) Has ceased to attend school.

(b) Continues to reside in the school district.

(c) Does not attend a public, private, or vocational, technical and adult education district school or home-based private educational program under s. 118.15(4), Stats., on a full-time basis.

(d) Has not graduated from high school, and does not have an acceptable excuse under ss. 118.15(1)(b) to (d) or (3), and 118.16(4), Stats.

(10) "Parent" means mother, father, or legal guardian.

(11) "Private program" means a program operated by a nonsectarian private school or agency.

(12) "Private school" has the meaning described in s. 118.165, Stats.

(13) "Program" means an organized and structured activity or set of activities which constitute one or more components of the total curriculum plan for the school year or of the pupil services normally provided by a school.

(14) "Pupil attendance rate" means the rate obtained by dividing the aggregate number of full-time equivalent days of actual pupil's attendance, by the aggregate number of full-time equivalent days on which school was held while the pupil was enrolled in the program.

(15) "Pupil retention rate" means the rate obtained by dividing the number of pupils who remained enrolled in school through completion of the school year including those who graduated, by the number of pupils who were enrolled in the children at risk program during the current school

year, less pupils who transferred to another school district during the school year.

(16) "School-age parents" has the meaning given in s. 115.91(1), Stats.

(17) "Significant academic progress" means both of the following:

(a) The pupil demonstrates improvement in reading and mathematics in comparison to his or her performance level in the previous school year. The board shall determine whether the pupil's performance level improved as provided for in s. PI 25.03(1)(a)2.

(b) The pupil demonstrates satisfactory performance on at least 50% of any new instructional concepts in reading and mathematics introduced during each of the current school year semesters and the level of attainment is documented in a written record of performance at beginning, midpoint and ending of each semester.

(18) "Standardized achievement test" means a published, nationally normed test which provides a valid and reliable measure of a pupil's present achievement level in comparison with age or grade level cohorts.

(19) "State superintendent" means the state superintendent of public instruction.

PI 25.03 Identification of children at risk and children at risk plan. (1) Under s. 118.153(2)(a), Stats., every board shall, annually by August 15, identify children at risk in the school district and develop a written plan for meeting their needs. The plan shall meet the following requirements:

(a) It shall describe how the children at risk who are enrolled in the school district will be identified annually, including the following:

1. Determining whether a pupil is behind his or her age group in the number of credits attained. A pupil shall be determined to be behind in his or her age group in the number of credits attained if the pupil has been held back one or more times at grade level and remains in this status or if a pupil in grades 9 through 12 is 3 or more credits deficient in progress toward graduation.

2. Determining whether a pupil is behind his or her age group in basic skill levels, based on a board approved plan of formal and informal assessments consistent with the district's objectives in mathematics and reading identified in the curriculum plan under s. PI 8.01(2)k. The assessments shall include standardized achievement tests and teacher observations.

(b) It shall describe how the needs of children at risk will be met through each of the following:

1. Curriculum modifications and alternative programs suited to the pupil's learning needs and which enable elementary school pupils to advance in grade level and enable high school pupils to earn academic credit leading to a high school diploma under s. 118.33, Stats. This shall include a description of any curriculum modifications and alternative programs provided under s. 118.15(1)(b) to (d), Stats., and, for districts operating under the ch. 119, Stats., those curriculum modifications and alternative programs provided under s. 118.153(3)(c), Stats. Curriculum modifications and alternative programs provided under s. 118.15(1)(c) 2, Stats., which do not lead to a pupil's high school graduation may not be included in the district's children at risk plan.

2. Remedial instruction provided to pupils in reading and mathematics skills areas in which it is determined that the pupils are one or more years behind their peers.

3. Parental involvement, including participation in program planning and training to assist parents in fostering the school attendance and school achievement of their children. The plan under this subsection shall include goals and objectives and specific activities to be carried out, including parent-teacher conferences at least once each semester.

4. Pupil support services, including school counseling, school social work, school nursing, and school psychological services.

5. Identification, coordination and use of community support services available to serve the needs of children at risk, including the following:

a. Community programs and services provided by educational, social, health, business, industry and other public, private and volunteer organizations.

b. State, county and local government agencies.

6. Programs and instruction which will contribute to the preparation of pupils for work, including career exploration and planning, employability skills and attitudes, and development of specific occupational skills.

7. Other approaches and services which have demonstrated success in meeting the needs of children at risk, provided that programs for pupils in grades 9 through 12 are designed to allow pupils to meet the high school graduation requirements under s. 118.33, Stats., and ch. PI 18.

(c) It shall provide for coordination between existing programs, resources and services in the school district and community with any new programs, resources and services designed to serve needs of children at risk.

(d) It shall provide for evaluation of each program or service provided to children at risk to determine the effectiveness of the program or service in meeting the needs of children at risk. The evaluation shall be conducted as follows:

1. School districts which are required to submit their plans to the department for approval under sub. (2), shall provide for evaluation at least annually.

2. School districts which volunteer to submit their plans to the department for approval under sub. (3), shall provide for evaluation at least annually.

3. All other school districts shall provide for evaluation at least once every 5 years on a schedule which corresponds with the department audit for compliance with the school district standards under s. 121.02(2), Stats.

(2) If, in the previous school year, a school district had 50 or more dropouts or a dropout rate exceeding 5% of its total high school enrollment, the board shall submit the plan developed under sub. (1) to the state superintendent for approval.

(3) If, in the previous school year, a school district had a dropout rate greater than 2.5% but less than 5%, the board may submit the plan developed under sub. (1) to the state superintendent for approval.

Note: PI 1204, Report of Pupils Leaving School, will be used as the basis for determining the number and percentages of dropouts. Copies of the form may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707-7841.

Note: Form PI 2376, Children At Risk Program Plan, may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707-7841.

PI 25.04 General requirements for school board programs for children risk. Each board operating a program for children at risk shall:

(1) Designate a staff person to coordinate the program for children at risk.

(2) Provide that all work experience and other similar programs and activities taking place outside the school for which pupils receive academic credit, including those programs or curriculum modifications authorized under s. 118.15(1)(d), Stats., and instruction and pupil support services contracted for under s. 118.153(3)(c)1 and 2, Stats., are supervised by departmentally licensed teachers or other licensed school personnel.

(3) Ensure that in grades 9 through 12 curriculum modifications and alternative programs provided for children at risk are designed to allow pupils to meet the high school graduation requirements under s. 118.33, Stats., and ch. PI 18.

(4) Identify children at risk enrolled in the school district and determine those programs and services which will meet the needs of such pupils, utilizing the procedures set forth in the board's plan under s. PI 25.03(1).

(5) Notify each pupil and his or her parent in writing that the pupil has been identified as a child at risk and is eligible to be enrolled in the board's program for children at risk. The notice shall:

(a) Include the name and telephone number of a person the parent or pupil can contact regarding the school district's children at risk program.

(b) Describe the children at risk program.

(c) Inform the parent that she or he may select one or more components of the program in which the pupil will be enrolled, if the pupil meets the prerequisites for these components.

(d) Describe the procedure for requesting that the pupil be enrolled in the children at risk program.

(6) Enroll the pupil in the program for children at risk upon request of the pupil or the pupil's parent. If the board makes available more than one program for children at risk, the board shall enroll the pupil in the board program selected by the pupil or the pupil's parent if the pupil meets the prerequisites for that program. The request shall be in writing, by signature on a district provided form, or be given verbally to the person responsible for enrolling the child in the program. This person shall record the date and time of the request and whether this request was made in person or by phone.

(7) Ensure that the special education and related services needs of a child with exceptional educational needs, as defined in s. 115.76(3), Stats., who is also eligible to be served in the children at risk program, are addressed in the child's individualized education program developed pursuant to s. 115.80(4), Stats.

PI 25.05 Special provisions applicable to first class city school system. (1) The board of a school district operating under ch. 119, Stats., may contract with private, nonprofit, nonsectarian

agencies to provide programs for children at risk for not more than 30% of the children at risk enrolled in the school district if the board determines that the agencies can adequately serve such children. A board contracting under this section shall:

(a) Determine and list in writing appropriate private, nonprofit, nonsectarian agencies located in the school district.

(b) Ensure that all instruction and pupil support services provided in contracted programs for children at risk are provided by one of the following:

1. Departmentally licensed teachers or other licensed school staff personnel.

2. Persons otherwise licensed to provide the instruction or related education services they will provide.

3. Persons who are supervised by licensed teachers or other licensed school staff personnel.

(c) Pay each contracting agency, for each full-time equivalent child at risk served under the contract, an amount equal to at least 80% of the school district's average per pupil cost, and include in the annual report the amount paid to each contracting agency for each child at risk served.

(d) Establish procedures with each contracting agency for the agency to:

1. Describe staff qualifications.

2. Describe curriculum modifications and alternative programs to be provided.

3. Evaluate pupil performance including grading criteria, procedures for granting academic credit, and testing for progress in reading and mathematics skills areas.

4. Record and report pupil attendance and retention rates.

(e) Develop a procedure for communication and cooperation with the contracting agencies in meeting the needs of children at risk served under this section.

(f) Increase the enrollment level or offer the pupil another comparable program if it is determined that a pupil is to be served in a contracted program under this section, but the enrollment limit has been reached for that contracted program. If enrollment is subsequently open in the original contracted program, the pupil shall be given the opportunity to enroll in the program.

(2) The board shall assure the department in writing that each program for children at risk provided by a contracting agency meets all of the requirements of this section.

(3) In addition to the annual report on the children at risk program required under s. PI 25.06(1), the board shall report annually to the department the information required under s. PI 25.06(1)(a) for each contracting agency serving children at risk.

(4) Pupils served under this section who receive high school diplomas may not be counted in meeting the conditions under s. PI 25.06(2) unless the pupil met high school graduation requirements under s. 118.33, Stats., or completed a program under s. 118.33(2)(m), Stats.

PI 25.06 Annual reports, state financial aid and district use of additional funds. (1) ANNUAL REPORTS. (a) Under s. 118.153 (4)(a), Stats., boards which have their program for children at risk plans approved by the state superintendent under s. PI 25.03(2), and (3), shall submit an annual report by August 15 to the state superintendent. The annual report on the program for children at risk shall include the following information concerning pupils served in the program:

1. The number of pupils, by grade level, gender and ethnic membership, who were identified as children at risk, who requested enrollment in the program for children at risk, and who were enrolled in the program for children at risk.

2. Pupil attendance rates.

3. Pupil retention rates.

4. Graduation rate of high school seniors.

5. The percentage of pupils receiving academic credit sufficient for them to advance to the next grade level or to graduate from high school.

6. The percent of pupils showing significant academic progress for each semester of instruction.

7. The number of pupils whose parents did and did not participate in specific parent involvement activities established by the school board.

(b) Information provided to the department under par. (a) shall be reported by school and aggregated for the district.

(c) Results of the evaluations under s. PI 25.03(1)(d) shall be submitted to the department with the annual report under this section.

(d) The district shall maintain records which will substantiate the information reported in the annual report as may be required by the department under this section.

(2) STATE FINANCIAL AID. (a) Except as provided under par. (b), school districts shall receive additional state aid under s. 118.153(4)(b), Stats., if the state superintendent determines from

the report required under sub. (1) that any 3 of the following conditions have been met:

1. The average daily attendance rate for pupils enrolled in the program for children at risk was at least 70%.

2. At least 70% of the pupils enrolled in the program for children at risk completed the school year or graduated from high school during the school year.

3. At least 70% of the pupils who were high school seniors and enrolled in the program for children at risk received a high school diploma at the end of the school term or at the end of the summer school session immediately following the school term.

4. At least 70% of the pupils enrolled in the program for children at risk received academic credit sufficient for them to advance to the next grade level or to graduate from high school at the end of the school term or at the end of the summer school session immediately following the school term.

5. Pupils enrolled in the program for children at risk showed as a group significant academic progress in reading and mathematics for each semester of instruction in terms of:

a. Level of academic performance compared to the previous year.

b. Level of performance on new topics introduced during the semester.

(b) A school district may not receive additional aid for a children at risk program serving pupils in grades 5 or 6 unless the state superintendent determines from the report required under sub. (1) that all of the following requirements were met:

1. The average attendance rate for the pupils enrolled in the program was at least 90%.

2. At least 80% of the pupils enrolled in the program demonstrated significant academic progress.

3. At least 70% of the parents or guardians of the pupils enrolled in the program participated in parent involvement activities established by the school board.

Note: Form PI 2375, Annual Report for Children At Risk Program, may be obtained at no charge from the Department of Public Instruction, Division for Management and Budget, P.O. Box 7841, Madison, WI 53707-7841.

(3) DISTRICT USE OF ADDITIONAL FUNDS. The board of a school district receiving additional funds to provide programs and services to meet the needs of children at risk shall use the additional funds to fund board operated or contracted curriculum modifications, alternative programs, remedial instruction, parental involvement, pupil support services and program evaluation, and contracted services as specified under s. PI 25.05 (1). This subsection does not provide authorization for boards to contract for programs or services beyond statutory authority.

Definition of Terms

See the definitions in the "Related Administrative Rule."

Related Standards

Standard (b). The staff development plan may include efforts to assist children at risk.

Standard (c). Provide remedial reading services for underachieving students in grades K-4.

Standard (e). Provide counseling and guidance services for all children.

Standard (k). Include curriculum modifications, resources, and strategies for children at risk.

Standard (L). Provide "access" to educational programs through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school boards and postsecondary educational institutions.

Standard (m). Provide access to an Education for Employment Program.

Standard (p). Ensure that curriculum modifications, remedial instruction, and alternative educational programs generate academic credit in accord with the high school graduation standards under s. 118.33(1), Wis. Stats. Accommodations for alternative programs should be submitted to the DPI for review and approval.

Standard (s). Utilize standardized achievement tests aligned with the school district's curriculum to determine pupils' achievement in reading, language arts, and mathematics.

Standard (t). Provide access to an appropriate program for pupils identified as gifted and talented.

Meeting Standard (n)

Requirement	Example of Documentation
Appoint a district children at risk program coordinator. **Annually identify children at risk.** **Develop and annually review the district's plan to serve such children** **– Describe identification procedures** **– Estimate the number of children at risk in the district** **– Outline the district's plan of service to include the following:** **– curriculum modifications** **– alternative programs suited to meet pupil learning needs and earn academic credit** **– remedial instruction** **– parental involvement** **– parent-teacher conferences** **– selection of program options from those available** **– pupil support services** **– identification and use of community support services** **– preparation for work: career exploration, occupational, and employability skills** **– other successful approaches** **– coordination among various school/community programs/ services** **– annual evaluation of programs/ services** **– Describe reporting procedures on the following criteria:** **– pupil enrollment in the program** **– pupil attendance** **– pupil retention (completed school year)** **– graduation rates** **– pupils receiving academic credit** **– pupil progress in reading and mathematics** **– pupil progress toward graduation**	• A copy of the local school district Children At Risk Plan

Children At Risk
Legislative Requirements

School board appoints a Children At Risk Coordinator

School board develops a plan to serve children at risk.

Plan describes how the following will be used to serve children at risk:

1. Curriculum modifications
2. Alternative programs
3. Remedial instruction
4. Parental involvement
5. Pupil support services
6. Community support services
7. Preparation for work
8. Other proven approaches
9. Coordination between existing program resources and services
10. Evaluation of effectiveness

Children at risk are identified based on statutory definition

1. Districts with fewer than 50 dropouts and a dropout rate less than 5 percent
2. Have a *written plan* on file
3. Inform in writing identified children at risk and their parents of their eligibility to be served
4. Involve parents in program planning including parent-teacher conference
5. Inform parents/guardians that they may select one or more components of the program if pupil meets prerequisites
6. Serve identified children requesting enrollment in the district's programs

   Continue to identify children
7. Monitor enrolled children's progress/ regression in the programs
8. Evaluate each program at least once every five years

1. Districts with 50 or more dropouts or a dropout rate higher than 5 percent. (Districts with dropout rates between 2.5 percent and 4.9 percent which voluntarily submit plans to the state superintendent)
2. Annually submit the *written plan* to the state superintendent for approval (DPI Form PI 2376)
3. Inform in writing identified children at risk and their parents of their eligibility to be served
4. Serve identified children requesting enrollment in the district's programs

   Continue to identify children
5. Monitor enrolled children's progress/ regression through
   - –attendance rates
   - –retention rates
   - –graduation rates
   - –academic achievement
   - –significant academic progress
   - –parent involvement
6. Annually (July) evaluate and report to the state superintendent (DPI Form 2375)
7. Additional financial aid for Children At Risk programs is provided if performance criteria are met

Questions and Answers

1. **What is the statutory definition of a "child at risk"?**
   "Children at risk" means (1) students who are one or more years behind their age or grade level in mathematics or reading skills or in the number of credits attained, and who are or have been one of the following: a school dropout, absent (whether such absences are excused or unexcused) from school in any school semester for more than 15 percent of the number of hours of direct instruction, adjudicated delinquent, or a parent; or, (2) pupils in grades 5-8 who either are behind their age group in basic skills by two or more years; or, (3) pupils who are behind in basic skills one or more years and absent (whether such absences are excused or unexcused) more than 10 percent of the number of hours of instruction required during that semester.

2. **Are all districts required to submit children at-risk program reports to DPI?**
   No, only those districts with 50 or more dropouts and/or a dropout rate exceeding 5 percent of total high school enrollment in the previous school year. Additionally school districts with an annual dropout rate between 2.5 percent and 4.99 percent may submit their plans voluntarily.

3. **Which school districts qualify for additional state aid to serve children at risk?**
   Those districts with a previous school year dropout rate of more than 5 percent of total high school enrollment or 50 or more dropouts and those districts that voluntarily submitted plans (2.5 – 4.99 percent dropout rate).

4. **Can a school district go beyond the statutory definition of "children at risk" in serving pupils?**
   Yes, local board policy can expand the definition of those served through at risk programs. However, in order to receive additional state aid, pupils enrolled must meet the statutory definition.

5. **Based on the statutory definition, can pupils be served on a K-12 basis?**
   Yes, because of the criteria associated with being absent from school. For example, a first grader held back one year and who develops an absenteeism problem may meet the definition.

6. **Are school districts qualifying for additional state aid reimbursed based on the number of children identified or those enrolled in the children at-risk program?**
   A school district's eligibility for additional aid is based on the number of children enrolled and served in the program.

7. **When is the school district required to identify children at risk?**
   Annually by August 15 and during the school year as children emerge meeting the statutory definition.

8. **How often must the school district children at-risk plan be reviewed?**
   Annually by August 15 for the school year.

9. **Does the law require that both the child at risk and parent(s) be notified of the child's eligibility to participate in the district's program?**
   Yes.

10. **Must the parent and/or child respond in writing to the district's written invitation to participate in the children at-risk program?**
    No. However, local district staff should make every effort to follow up and have a conference with parents that do not respond to a written invitation.

11. **May an eligible child at risk request and be placed in a program for children at risk without parental approval?**
    Yes. Current provisions allow the parent *or* the child at risk to request enrollment in the district's children at-risk programs/services.

12. **When does a child meeting the definition of "at risk" cease to be considered at risk and not eligible for programming?**
    Children meeting the statutory definition of "at risk" are considered at risk until they reach school achievement levels consistent with their age/grade-level group. However, pupils may continue to receive support based on special learning needs to maintain achievement levels.

13. **What pupil accounting procedures are required for children enrolled in the children at-risk program?**
    The district is required to monitor enrolled children's attendance, retention (that is, whether such children completed the school year), graduation rates, academic achievement and significant academic progress.

14. **Are districts required to attempt to re-enroll school dropouts?**
    No, not if the student has reached age 18. However, if the student is less than 18 and has ceased to attend, they must meet the requirements of the compulsory school attendance law.

15. **How can we determine which children in our district are adjudicated delinquent?**
    Under the provisions of s. 48.396(7), the court clerk is required to notify the school board whenever a pupil enrolled in the school district is adjudicated delinquent unless the pupil's parent requests, in writing, that the information not be provided. Any information provided under this subsection may be disclosed only to employes of the school district who have been determined by the board to have legitimate educational interests in the information.

16. **Does the definition of "dropout" in the children at risk statute differ from the definition used for dropout reporting to DPI?**
    Yes. For purposes of the state's dropout reporting, a dropout is a pupil who regardless of age: (a) leaves school; (b) does not attend another public or private school, a home-based instructional program, or a vocational/technical school; *and* (c) has not graduated from high school. A deceased pupil or a pupil institutionalized for health or penal reasons is not considered a dropout. For purposes of the children at risk program, "dropout" means a child who ceased to attend school; continues to reside in the school district; does not attend a public, private, or vocational, technical and adult education district school or homebased private educational program on a full-time basis; has not graduated from high school; and does not have an acceptable excuse under s. 118.15(1)(b) to (d) or (3).

17. **What types of standardized tests are approvable for tracking children's progress in reading and mathematics?**
Tests that have been normed through a standardization process including norm-referenced tests and tests of basic skills.

18. **What constitutes "one or more years behind their age or grade level?"**
Pupils are behind their age group in the number of credits attained if the pupil has been held back one or more times at grade level and remains in that status or if a pupil in grades 9-12 is 3 or more credits deficient in progress toward graduation.

19. **Are exceptional educational needs (EEN) children included in the children at-risk identification and service process?**
Yes. EEN children who meet the children at-risk definition must be afforded access to programs/services in the district's children at-risk plan addressed in the child's IEP.

20. **What types of alternative schooling must be provided based on the children at risk law and the compulsory attendance laws?**
School boards may provide alternatives. However, they are only required by law to have an "at risk" plan in place that is operational.

DPI Resources

Personnel

Bureau for Pupil Services
Nancy Holloway, Director
(608) 266-8960

Bureau for Special Needs Programs
William Erpenbach, Director
(608) 267-1072

Alternative Program Section
Vicki Poole, Section Chief
(608) 267-9166

Steve Gilles, Children At Risk Consultant
(608) 266-1723

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

Chuck Misky, High School Graduation Standards Consultant
(608) 267-6826

Programs

The Bureau for Pupil Services (BPS) manages the overall Children At Risk Program in collaboration with related instructional services, pupil services and school improvement programs administered in other DPI divisions and bureaus. Related services and programs are described in the DPI publication the *Children At Risk: A Resource and Planning Guide* and in "DPI Services to Local School Districts" in the *Wisconsin Public/ Private School Directory*.

Publications

Wisconsin Department of Public Instruction. *Children At Risk: A Resource and Planning Guide*. Madison, WI: DPI, 1990 revision.

_____. *Dealing With Child Sexual Assault and Abuse: A Resource and Planning Guide*. Madison, WI: DPI, 1989 revision.

_____. *A Guide to Curriculum Planning in Suicide Prevention*. Madison, WI: DPI, 1990.

_____. *Mobilizing Resources to Better Serve Children At Risk*. Madison, WI: DPI, 1989.

_____. *Planning for State Solutions to the Problems of Youth At Risk*. Final Report. Fall 1988.

_____. *School Counseling Programs: A Resource and Planning Guide*. Madison, WI: DPI, 1989 reprint.

_____. *School Nursing in Wisconsin: A Report of the Ad Hoc School Nursing Study Committee to the Department of Public Instruction*. Madison, WI: DPI, 1986.

_____. *Suicide Prevention: A Resource and Planning Guide*. Madison, WI: DPI, 1988 reprint.

Other Resources

Business Advisory Commission of the Education Commission of the States. *Reconnecting Youth*. ECS Pub. No. AR85-1. Denver, CO: ECS, 1985.

Catterall, James S. *On the Social Costs of Dropping Out of School*. Palo Alto, CA: Stanford Education Policy Institute, 1985.

Committee for Economic Development. *Investing in Our Children: Business and the Public Schools*. Washington, DC: CED, Research and Policy Committee. 1985.

Kentucky Dropout Prevention Advisory Commission. *Keeping Kentucky's Students in School: An Initial Report on Dropout Prevention.* Frankfort: Kentucky Department of Education, 1985.

National Association of School Social Workers. *The Human Factor: A Key to Excellence in Education.* Silver Spring, MD: NASSW, 1985.

Annual Performance Disclosure Report

Each school board shall:

(o) Annually, adopt and publish a performance disclosure report. The report shall describe the school board's and each school's educational goals and objectives, including learning-related performance objectives, and the results of the tests administered under par. (s) during the previous school year.

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Annual Performance Disclosure Report

Overview

Standard (o), the performance disclosure standard, requires public reporting of district goals and objectives as well as evidence of progress in attaining them. In particular, achievement on curricular objectives measured by tests for compliance with Standard (s) must be reported to the public.

Effective schools have defined goals which are communicated clearly to staff. Establishing clear expectations and monitoring student progress increase the likelihood of attaining these goals. In addition, good relations with the community are characteristic of any good school or district. The performance disclosure report provides a means of communicating the goals and expectations to staff, students, and parents. This report is an excellent means of providing evidence of the successful attainment of these expectations.

The Department of Public Instruction believes the planning and analysis required for developing the performance disclosure report will promote quality education. The process of establishing and communicating clear goals and objectives, together with the provision of evidence of their attainment, is intended to provide direction and ongoing improvement to the education enterprise. Publication of the report will improve school-community communication by clarifying the goals toward which the school district is working and by reporting the district's success in meeting its goals.

As resources permit, DPI will assist districts in the development of goals and objectives, the alignment of tests with objectives, the interpretation of test results data, and the development of the report.

Administrative Rule

PI 8.01(2)(o). Each school district board shall annually adopt and publish a report to the residents of the school district. The report shall be written in plain language and shall include the following:

1. A statement of the educational goals and objectives of the school district, including performance objectives related to learning and the progress made in meeting the objectives.
2. A statement of the educational goals and objectives for each school in the school district, including performance objectives related to learning and the progress made in meeting the objectives.
3. Results of the achievement tests administered under par. (s) or under s. 118.30, Stats., for the school district and for each school in the school district.

Definition of Terms

Educational goal. A *general* statement describing a desired outcome. (Not a legal definition; provided for guidance only.)

Educational objective. A *specific* statement describing a desired outcome. Usually several objectives are necessary to operationalize a single goal. The attainment of an educational objective can be measured or documented. (Not a legal definition; provided for guidance only.)

Learning-related performance objective (or performance objective related to learning). An objective describing knowledge, understanding, or a skill that students are expected to learn. Attainment of a performance objective can be demonstrated by means of measurement or documentation, such as examples of student products. (Not a legal definition; provided for guidance only.)

Related Standards

Standard (k). The curriculum plan developed for this standard may serve as the basis of the performance disclosure report. Both school- and district-level goals can focus on implementing the curriculum. Furthermore, specific learner-related performance objectives should be drawn from the curriculum plan.

Standard (r). The results of the third grade reading test may be included in the report. Reporting is required, however, if a district elects to use the test in partial fulfillment of Standard (s).

Standard (s). The results of tests required by this standard must be included in the report. The requirement pertaining to learner-related performance objectives can be met by reporting the aligned objectives with the test results.

Meeting Standard (o)

Requirement	Example of Documentation
Adopt and publish a report by the board of education annually.	• Copy of the report as it appeared in publication(s). • Minutes indicating its adoption by the board of education together with a description of when and where it was published. • Description of report dissemination including dates.
Develop a statement of district-level goals and objectives.	• Copy of the report containing district-level goals and objectives.
Develop a statement of goals and objectives for each school in the district.	• Copy of the report containing objectives for each school in the district.
Include in the report objectives that describe knowledge, understanding, or a skill that students are expected to learn.	• Copy of the report containing objectives that describe knowledge, understanding, or a skill that students are expected to learn.
State in the report evidence of progress in meeting school- and district-level objectives.	• Copy of the report which explicitly states the evidence of progress toward meeting each objective contained therein.
Present in the report the results of achievement tests administered under par. (s) or under s. 118.30, Stats.(CBT), for both the district and each school in the district.	• Copy of the report for each school in the district which presents the results of achievement tests in terms of the objectives they measure.

Questions and Answers

1. **Do all of the goals in the district's written curriculum have to be included and reported in the performance disclosure report?**
   No. The district can choose to report on a few of the goals each year. However, the results of the reading, language arts, and mathematics tests used for compliance with Standard (s) must be reported every year.

2. **Can goals and objectives not in the written curriculum be included in the performance disclosure report?**
   Yes, educational goals not specifically related to curriculum or instruction are appropriate. However, some of both the district- and school-level goals and objectives must be performance objectives related to learning which reflect the written curriculum.

3. **What does "publish" mean?**
Publish means to disseminate so that all school district residents have access to the report. A district newsletter, the local newspaper, and an annual report are ways to publish this information.

4. **Must the results of the achievement tests administered under Standard (s) be reported in terms of objectives?**
Yes, the test results must be reported in terms of the curricular objectives which are stated in the written curriculum plan in accordance with Standard (k).

5. **Must the report be in written form?**
Yes, a written report must be adopted by the board and published.

6. **How do goals and objectives differ?**
Goals are usually broad and general. An objective, on the other hand, is specific, describes an outcome, and indicates how attainment will be measured, verified, or documented. Several objectives are usually needed to clarify what is meant by a single goal statement.

7. **Should goals, objectives, and evidence of their attainment be logically related?**
Yes, a logical relationship is essential to infer goal and objective attainment from evidence.

8. **What is the difference between educational objectives and learning-related performance objectives?**
Both are specific statements about educational outcomes. Any learning-related performance objective is also an educational objective. A learning-related performance objective is a statement about what a student is expected to learn as a result of instruction. However, an educational objective can refer to an outcome which is not directly related to learning.

9. **Under what circumstances must the results of the Standard (r) reading test be included in the district performance disclosure report?**
The results of the third grade reading test administered under Standard (r) must be reported if the test is being used to meet part of the requirements for Standard (s).

10. **What is meant by "plain language?"**
"Plain language" refers to writing that is nontechnical, free from jargon, and can be easily understood by nearly all residents of the school district.

DPI Resources

Personnel

Bureau for Education Statistics and Testing
Tom Stefonek, Director
(608) 266-1782

Frank Evans, Testing Specialist
(608) 266-1863

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

John Bell, Standards Consultant
(608) 267-9264

Programs

The Third Grade Reading Test Program, Local Option Testing Service, and Competency-Based Testing Program, all of which are administered by the Bureau for Educational Statistics and Testing, can provide information about reporting test results. All curriculum consultants in the Bureau for School Improvement can assist in developing educational goals and objectives.

Publications

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High School Graduation Standards

Each school board shall:

(p) Comply with high school graduation standards under s. 118.33(1).

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High School Graduation Standards

Overview

Prior to the enactment of Standard (p), each school district in Wisconsin determined its own graduation requirements. This resulted in much variation for the number of credits and specific subjects in order for a student to be issued a diploma. The requirements for graduation now assure that all students who receive a diploma have successfully completed a specific number of courses that contain designated components. Thus, all students will have been exposed to a body of knowledge that will assist them in their lifelong learning.

In 1984, the Wisconsin Legislature enacted the graduation requirements law which first applied to the graduating class of 1989; the ninth-grade class of 1985-86 was the first student group to come under the provisions of the law. At the time the law was enacted, almost all states had some kind of law on graduation requirements.

The graduation rules call for each student to complete a minimum of 13 credits of a possible 28 credits (4 years x 7 class periods/day) in the high school grades prior to receiving a diploma. Credits must come in the following areas:

- 4 credits of English which incorporate instruction in written communication, oral communication, grammar and usage of the English language, and literature
- 3 credits of social studies which incorporate instruction in state and local government
- 2 credits of mathematics which incorporate instruction in the properties, processes, and symbols of arithmetic and elements of algebra, geometry, and statistics
- 2 credits of science which incorporate instruction in the biological sciences and physical sciences
- 1.5 credits of physical education which incorporate instruction in the effects of exercise on the human body, health-related physical fitness, and activities for lifetime use
- earned in grades 7 to 12, at least 0.5 credit of health education which incorporates instruction in personal, family, community, and environmental health

The law also requires that students must be enrolled in classes or participate in school board-approved activities during each class period of each school day throughout their high school years.

The state superintendent also encourages school boards to require a minimum of 8.5 additional credits in vocational education, foreign languages, fine arts, and other courses.

The rules allow for accommodations to be made for pupils with exceptional educational interests, needs, or requirements, provided the request for accommodations is approved by the state superintendent through PI 1803.

Administrative Rule

PI. 8.01(2)(p) 1. Each school district board shall comply with s. 118.33, Stats., and Ch.PI 18, relating to high school graduation standards.

Related Wisconsin Statute

S.118.33, Wis. Stats. High school graduation standards. (1)(a) Beginning September 1, 1988, a school board may not grant a high school diploma to any pupil unless the pupil has earned:

1. In the high school grades, at least 4 credits of English including writing composition, 3 credits of social studies including state and local government, 2 credits of mathematics, 2 credits of science, and 1.5 credits of physical education.

2. In grades 7 to 12, at least 0.5 credit of health education.

(am) The state superintendent shall encourage school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

(b) Beginning September 1, 1988, a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day.

(2) The state superintendent shall:

(c) Establish course requirements under sub. (1) and approve any school board's high school graduation standards policy that is equivalent to the requirements under sub. (1).

(m) Adopt policies to accommodate pupils with exceptional educational interests, needs or requirements, not limited to children with exceptional educational needs, as defined under s. 115.76.

(3) By September 1, 1986, each school board operating high school grades shall submit to the state superintendent a report describing the school board's policies and guidelines on high school graduation standards, including a list of courses required under sub. (1) (a) and the number of hours in each school term required to earn one credit under sub. (1) (a), and thereafter shall notify the state superintendent whenever changes are made in such policies or guidelines. The department shall make reasonable efforts to combine the reports required under this subsection with other required school board reports.

(4) (a) The state superintendent shall establish procedures for school boards to certify to the state superintendent whether they are in compliance with the requirements under sub. (1) and the rules promulgated under sub. (2).

(b) The state superintendent may periodically review school district high school graduation standards and shall notify any school board not in compliance with the requirements under sub. (1) or the rules promulgated under sub. (2), identifying the changes necessary.

(5) The department shall include in its report under s. 15.04(1)(d) information on the status of statewide high school graduation standards.

Related Administrative Rule

PI 18 High School Graduation Standards

PI 18.01 Purpose and applicability. The purpose of this chapter is to establish course requirements to meet the graduation standards outlined in s. 118.33, Stats., including accommodations for pupils with exceptional educational interests, needs, or requirements; to establish procedures by which boards will submit reports describing the boards' policies on high school graduation standards to the department; and to establish procedures by which those policies are certified by the board and reviewed by the state superintendent, and by which equivalent policies are approved by the state superintendent.

PI 18.02 Definitions. In this chapter:

(1) "Board" means the school board or board of education in charge of the schools of a school district.

(2) "Course" means study which has the fundamental purpose of developing the knowledge, concepts, and skills in a subject.

(3) "Credit" means the credit given for successful completion of a school term of study in one course in the high school grades that meets daily for a normal class period or the equivalent established by the board.

(4) "Department" means the department of public instruction.

(5) "Equivalent graduation policy" means a board policy which meets the credit requirements specified for each subject area, but which permits selected equivalent courses as long as such courses contain the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which an equivalent is proposed.

(6) "High school diploma" means a document granted by the school board to a pupil upon successful completion of a high school program meeting the requirements outlined in this chapter and those requirements established by the board.

(7) "High school grades" means grades 9 through 12.

(7m) "Open campus" means a policy of allowing a pupil to leave the school premises during any class period solely because the pupil is not enrolled in a class during that class period.

(8) "Pupils with exceptional educational interests, needs, or requirements" includes children with exceptional educational needs as defined under s. 115.76(3), Stats., gifted and talented children as determined by the board, limited-English speaking pupils as defined under s. 115.955, Stats., transfer pupils, pupils as provided in s. 118.15(1)(d), Stats., and other pupils with unusual circumstances as established by local school board policy.

(9) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

(10) "Transfer pupils" means those pupils transferring during the high school grades from a private school as defined under s. 115.01 (1g), Stats., from a home-based private educational program as defined under s. 115.01 (1r), Stats., or from an out-of-state school.

(11) "Work release" means permitting pupils to leave the school premises solely for employment.

PI 18.03 High school graduation standards. (1) COURSE REQUIREMENTS. Beginning September 1, 1988, a board may not grant a high school diploma to any pupil unless the pupil has:

(a) Earned a minimum of 12.5 credits in grades 9 to 12 as follows:

1. Four credits of English which incorporate instruction in written communication, oral communication, grammar and usage of the English language, and literature.

2. Three credits of social studies which incorporate instruction in state and local government.

3. Two credits of mathematics which incorporate instruction in the properties, processes, and symbols of arithmetic and elements of algebra, geometry, and statistics.

4. Two credits of science which incorporate instruction in the biological sciences and physical sciences.

5. 1.5 credits of physical education which incorporate instruction in the effects of exercise on the human body, health-related physical fitness, and activities for lifetime use.

(b) Earned, in grades 7 to 12, at least 0.5 credit of health education which incorporates instruction in personal, family, community, and environmental health.

(2) ADDITIONAL CREDITS. In addition to the minimum course requirements outlined in sub. (1), the state superintendent encourages boards to require a minimum of 8.5 additional credits in vocational education, foreign languages, fine arts, and other courses.

PI 18.04 Accommodations for pupils with exceptional educational interests, needs, or requirements. Education programs for high school graduation may be provided to accommodate pupils with exceptional educational interests, needs, or requirements.

(1) Education programs to accommodate pupils with exceptional educational interests, needs, or requirements shall:

(a) State the specific nature of the exceptional educational interests, needs, or requirements;

(b) State how the proposed program will respond to the exceptional educational interests, needs, or requirements;

(c) State how the educational program will address each of the requirements in s. 118.33, Stats., and s. PI 18.03 (1).

(2) Placement in a program under s. 115.85, Stats., meets the requirements in s. PI 18.04 (1).

(3) Programs to accommodate pupils with exceptional educational interests, needs, or requirements other than those under s. 115.85, Stats., shall be approved by the state superintendent.

(4) Successful completion of an education program under sub. (1) or (2) may result in issuance of a diploma.

PI 18.05 Submission of high school graduation standards policies. (1) By September 1, 1986, each board operating a high school shall submit to the state superintendent, on forms provided by the department, a report describing the board's high school graduation policies governing diplomas which shall be granted subsequent to September 1, 1988. Such policies shall include:

(a) The courses the board has approved as meeting the course requirements outlined in s. PI 18.03 (1) including the course descriptions.

(b) The number of clock hours of instruction required to earn one credit in the courses the board has approved as meeting the course requirements outlined in s. PI 18.03 (1).

(c) The education programs for pupils with exceptional educational interests, needs, or requirements.

(d) The activities approved by the board under s. 118.33 (1)(b), Stats. Open campus and work release may not be approved by a board under this section. A pupil's employment during school hours may be approved if the employment is part of or related to the pupil's instructional program; or if the employment is approved as an accommodation for a pupil with exceptional educational interests, needs, or requirements under s. PI 18.04.

Note: Form PI 1803, High School Graduation Standards Compliance Review, may be obtained at no charge from Department of Public Instruction, Division for Instructional Services, P.O. Box 7841, Madison, WI 53707-7841.

(2) The board shall notify the state superintendent whenever changes are made in its high school graduation policy.

(3) The board shall certify to the state superintendent that its high school graduation policy is in compliance with the requirements under s. 118.33 (1), Stats., and this chapter; or the board shall request approval of its high school graduation policy under sub. (5) as equivalent to the requirements under s. 118.33 (1), Stats.

(4) The state superintendent may periodically review the boards' high school graduation policies and shall notify any board not in compliance with the requirements in s. 118.33 (1), Stats., and this chapter. The state superintendent shall identify the changes necessary to achieve compliance.

(5) The state superintendent shall approve any board's high school graduation policy that is equivalent to the requirements under s. 118.33 (1), Stats.

Definition of Terms

See the definitions in the "Related Administrative Rule."

Related Standards

Standard (j). Requires instruction in elementary and high schools in health, physical education, art, and music provided by qualified teachers.

Standard (L). Provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music in the elementary grades and access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music in grades 9-12.

Meeting Standard (p)

Requirement	Example of Documentation
Establish course requirements to meet the graduation standards.* Minimum of **– 4 credits of English** **– 3 credits of social studies** **– 2 credits of mathematics** **– 2 credits of science** **– 1.5 credits of physical education** **– 0.5 credit of health**	• A copy of the board policy on graduation requirements.
Ensure that all students are in a class or participating in a board-approved activity each period every day.	• Student class schedule. • List of activities approved by board.
Make accommodations for students with exceptional educational interests, needs, or requirements.	• A copy of the program designed for students in this category.

**See "Administrative Rule" for content requirements of courses.*

Questions and Answers

1. **How many credits beyond the 13 must a district require?**
   The total number of credits beyond 13 is determined by the local board of education. The state superintendent encourages boards to require a minimum of 8.5 additional credits selected from any combination of vocational education, foreign languages, fine arts, and other courses.

2. **Can graduation credit be given for a course taught in high school or college and successfully completed by a student in eighth grade?**
The law clearly states that the 13 required credits must be earned in the high school grades, with the exception of health, which can be earned in grades 7 through 12. However, it is possible to grant credit for such courses if they are a part of a program to accommodate students with exceptional educational interests, needs, or requirements which has been approved by the state superintendent. Also, credit given for any course or activity beyond the 13 required credits is a prerogative of the local board of education. An appropriate reference can be made on the student's transcript on high school level courses passed in the eighth grade.

3. **Can the successful completion of proficiency tests be used as the basis for granting a diploma?**
There is no provision in the law or rules which would permit a student to obtain a credit other than by taking a class.

4. **A student transfers from out-of-state, a private school, or a home-based private educational program as defined under s. 115.01(lr), Stats., into our eleventh grade. How are his/her credits determined?**
His or her credits are determined by local board policy.

5. **Must this student meet all of the graduation requirements?**
The student must meet the graduation requirements but may be accommodated as a student with exceptional educational interests, needs, or requirements as provided in PI 18.04. The board policy to accommodate students with exceptional educational interests, needs, or requirements must be approved by the state superintendent. It should be submitted on form PI-1803.

6. **The law states that a board cannot grant a diploma to any student unless that student has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day. What type of activities are approvable?**
The school board determines the type of activities; however, the intent of the law is to assure that all students are in a class or in a school-directed activity each period of each school day. Because school districts have asked for lists of activities or locations students may be assigned to as board-approved activities as required by 118.33(1)(b), we submit the following list which is illustrative, but not exhaustive:

   a. Assignment to a location and/or program to accommodate his/her exceptional educational interests
   b. Aide in an elementary, middle, or junior high school
   c. Programs under the at-risk statute, 118.153
   d. Courses in a vocational school or college
   e. Supervised correspondence courses
   f. Library/media centers
   g. Open labs
   h. Resource centers
   i. Study hall
   j. Commons
   k. Work-study programs/cooperative program
   l. Activities included in the district's education for employment plan
   m. Community service projects
   n. Independent study

7. **Does the state superintendent have the authority to disapprove school board-approved activities designed to meet the requirement of the law stating that a student must be in a class or in a board-approved activity each period of each day?**
   It has been determined that the legislation permits the state superintendent to disapprove an activity so designated by the local school board.

8. **Do seniors graduating early have to be in attendance for the entire year? Also, do seniors have to attend school to complete the 180-day requirement after the graduation ceremony?**
   When a student has completed the requirements for graduation as specified by board policy, whether it be at the semester time or at any time before the end of the school year, that person has completed his or her school program and is no longer a student. Therefore, a senior may not be required to be enrolled for the 180 days scheduled for the regular school year. It is strongly recommended that the end of the school year and the date the seniors complete their programs be as close together as possible. Also, it is recommended that the graduation ceremony be held as close to the end of the school year as possible.

9. **Do the graduation requirements have to be met by the adult education programs operated by the technical schools when students completing the school's program are granted a high school diploma in their district of residence?**
   The graduation requirements law is not directed toward adult education programs.

10. **We teach health on alternate days opposite physical education. Can we give 0.5 credit for health and 0.5 credit for physical education?**
    A 0.5 credit may be given for each if the courses are taught by teachers certificated for the courses they teach and if the courses are taught on alternate days for the full year.

11. **Can the period lengths for courses taught outside the regular school day in the evening or in summer school be different from the normal class period?**
    The rules define "credit" as "the credit given for successful completion of a school term of study in one course in the high school grades that meets daily for a normal class period or the equivalent established by the board." If the credit given is for any of the 13 required credits, the class time has to be equivalent to that provided during the regular school year. If a student takes a required course during the summer or any time other than the regular school day, the instructional time must be equivalent to that which is provided for the same amount of credit during the regular school year. The exception is make-up credit. If a student is taking a course to make up a failure, the amount of instructional time does not have to be equivalent to that of the course taught during the regular school year. There is another exception to the above. A course included in a program to accommodate exceptional interests, needs, or requirements could be exempt from meeting the period length.

12. **May a school which is on a flex-mod schedule have sections of the same course on different period lengths? As an example, a school district schedules varying amounts of time for a specific course, depending upon the ability of the students assigned to that section. Students in one section would have twice as much instructional time as students in another section.**
    A school having flex-mod scheduling should set the length of a normal period at a minimum of 40 minutes. A 40-minute period may be comprised of large and/or small groups and individual conferences. They may have longer periods.

13. **We have been granting one science credit for two years of agriculture and have counted a credit in business English as one of the required English credits. May we continue this practice?**
You may do so if your board has completed PI-1803 which defines an "equivalent graduation policy" that permits granting of credit for selected equivalent courses as long as the courses contain the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which the equivalent is proposed. The equivalent graduation policy must be approved by the state superintendent and included on the reporting form.

14. **What must a school district do to request approval for the substitution of a credit earned in one subject for another subject? As an example, a science credit for an agriculture course(s).**
In unusual cases where a student is having difficulty because of scheduling problems in fulfilling all of the requirements, the student may be permitted to count a course if it meets the interpretation as defined by the rules for the required course. The administrative rule defines "equivalent graduation policy" as "board policy which meets the credit requirements specified for each subject area, but which permits selected equivalent courses as long as such courses contain the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which an equivalent is proposed." The PI-1803 report form has a section for this purpose.

15. **What is the relationship between the graduation requirements and college admission requirements?**
Colleges and universities have different admission requirements. Therefore, it is important to review the requirements of each. It is also essential to determine if any equivalent courses you may have will meet the admission requirements.

16. **The topics or content of the required courses for which credits are given are listed in the rules. Must there be a separate course for each of the topics?**
No. The topics listed are to be included in the required courses.

17. **Can a speech course be counted within the required four English credits?**
Up to one credit of a speech course(s) can be counted within the four credits of English required.

18. **Will the DPI specify the required courses for each of the credits (that is, U.S. history and civics for social studies, and algebra and geometry for mathematics)?**
No. However, you may use the K-12 model curriculum guidelines for recommendations. The model curriculums have been available since the 1985-86 school year.

19. **How detailed must the course descriptions be which are filed with the department?**
Course descriptions do not need to be filed with the department. Course descriptions, including the scope, sequence, and content of the course, must be available for an on-site review.

20. **Must each high school file the report or does the district file?**
Each high school completes a form which has to be approved by the board and signed by the school board president, the principal, and the district administrator.

21. How often must the graduation standards report be filed?
After the initial report has been approved by the DPI, no more reports need to be filed unless the local board makes a change in its graduation policy.

22. Is there a penalty for not complying with the high school graduation standards?
Wisconsin Statute 121.02(1)(p) requires a district to comply with the graduation standards. A penalty of the reduction of up to 25 percent of the district's aids must be assessed for noncompliance with s. 121.02.

23. Is there help from the DPI to assist districts in the development of high school graduation standards?
Yes. Technical assistance is available upon request. Direct requests to Charles Misky by calling (608) 267-6826.

DPI Resources

Personnel

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

Charles Misky, High School Graduation Standards Consultant
(608) 267-6826

Personnel Evaluation

Each school board shall:

(q) Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every 3rd year thereafter.

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Personnel Evaluation

Overview

Standard (q), the licensed school personnel evaluation standard, requires school districts to establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The standard also requires districts to evaluate such personnel during the first year of employment and at least every third year thereafter.

Much discussion has taken place among educators and citizen groups concerning the accountability of educational systems to the public for accomplishing educational goals. Regular performance evaluation can reassure the public that the competency of professional staff is a district priority. The educational system can be improved through evaluation in a manner that will lead to more effective learning by students enrolled in elementary and secondary schools. In order to know to what extent certain educational goals are being met, it is necessary to evaluate the performance of certified school personnel.

Teachers are expected to evaluate their students and to use the results of their evaluation to improve student performance. Teachers, administrators, and other licensed personnel in a school district should have the same opportunity for improvement through a careful analysis and appraisal of their professional performance.

All licensed school personnel should know the specifications of their position, and the evaluation of their performance should be based upon these clearly defined, published specifications. The procedures by which the performance evaluation will be conducted must also be specified, and the evaluation must be conducted by trained evaluators. A minimum level of evaluation requires that licensed school personnel be evaluated during their first year of employment and at least once every third year for the remainder of their tenure in a school district. Ideally, performance assessment should occur more often than once every three years for maximum growth to occur. Many districts may choose to develop a plan to evaluate the performance of all certified school personnel on a more frequent basis in order to facilitate the corrective action necessary for professional growth, improvement, and development.

School districts are expected to evaluate the performance of certified school personnel at specified periods to accomplish these purposes.

Administrative Rule

PI 8.01(2)(q). 1. Each school district board shall establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation shall be based on a board adopted position description, including job related activities, and shall include observation of the individual's performance as part of the evaluation data. Evaluation of licensed school personnel shall occur during the first year of employment and at least every third year thereafter.

2. The school district board shall ensure that evaluations, including those for purposes of discipline, job retention or promotion, shall be performed by persons who have the training, knowledge and skills necessary to evaluate professional school personnel. The school district board shall be responsible for the evaluation of the school district administrator under this subdivision.

Definition of Terms

Licensed. Holding a valid license issued by the department as required under ss. 118.19 and 121.02(1)(a) Stats. (from PI 18.001, Admin. Code).

Position description. A written list of duties, activities, and/or expectations established to guide an individual's work performance. (Not a legal definition; provided for guidance only.)

Specific criteria. The standards of performance upon which a judgment or decision regarding employment is based. (Not a legal definition; provided for guidance only.)

Systematic procedure. A method of evaluation to measure performance that is the same for all individuals in each job category (teachers, principals, counselors, and so forth) and that includes observation of performance, stages, and timelines known to the person being evaluated. (Not a legal definition; provided for guidance only.)

Related Standards

Standard (a). Require each school district professional staff member to hold a certificate, license, or permit.

Standard (b). Establish a professional staff development plan which meets the needs of individuals or curriculum areas.

Meeting Standard (q)

Requirement	Example of Documentation
Evaluate, in writing, the performance of all licensed school personnel during their first year and at least every third year thereafter including observation of the individual's performance.	• Evaluation tools or instruments.
Develop a board-adopted written position description for all licensed school employees including duties and activities required for each employee.	• Position descriptions.
Develop specific criteria and a systematic procedure to measure the performance of all certified school personnel during their first year and at least every third year thereafter.	• Written description of a systematic procedure for evaluation. • Copy of criteria used in the evaluations.
Provide evaluators who have the training, knowledge, and skills necessary to evaluate licensed school personnel.	• List of evaluators.
Evaluate the school district administrator (school board responsibility).	• Written evaluation. • Interview of board members.

Questions and Answers

1. **Who must be evaluated?**
   All professional employees who are required to hold a state license to perform their duties must be evaluated.

2. **How often must district personnel be evaluated?**
   Licensed district personnel must be evaluated in their first year of employment and every third year thereafter at a minimum.

3. **Does a position description have to include everything an employee does?**
   No, but the position description shall be the basis of the evaluation.

4. **What is the reason for the language in the administrative rule stating that the evaluation shall be based on a board-adopted position description?**
   It is important for all licensed personnel to know what is expected of them as part of the evaluation process.

5. **Can the evaluation done in compliance with this standard be used as partial evidence for dismissal of an employee?**
   Yes.

6. **Who evaluates the district administrator?**
   The school board has the responsibility for the evaluation of the district administrator.

7. **Will a self-evaluation model satisfy this standard?**
   No, while self-evaluation may be used as part of the district's established evaluation policies, its use does not eliminate the need for observation and an evaluation by a supervisor.

8. **Does the standard require that school board members have special training to evaluate the district administrator?**
   No. School board members may, however, wish to participate in Wisconsin Association of School Boards training opportunities or consider seeking an outside consultant for help with the process.

DPI Resources

Personnel

Bureau for Teacher Education, Licensing, and Placement
Peter Burke, Director
(608) 266-1879

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

Connie Salveson, Standards Consultant
(608) 266-5450

Third Grade Reading Test

Each school board shall:

(r) Annually administer a standardized reading test developed by the department to all pupils enrolled in the school district in grade 3.

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Third Grade Reading Test

Overview

Standard (r), the third grade reading test standard, requires each school district to annually administer a DPI-developed standardized reading test to its third graders.

School districts must test all third graders except those exempted under limited English proficiency (LEP) and exceptional educational needs (EEN) guidelines. The DPI establishes timelines for testing, scoring, and reporting the results to the districts. The DPI also establishes a statewide performance standard and reports each district's results based on this performance standard.

The intent of Standard (r) is threefold:

- To identify reading performance levels of third grade students.
- To allow school districts to compare the performance of their students with overall statewide performance.
- To provide information which will help districts evaluate their reading programs.

School districts are expected to test students and use the results of testing to accomplish the above.

Effective school research identifies several characteristics that relate to this standard: clearly defined educational goals, high expectations regarding pupil performance, ongoing monitoring of student progress, and effective parent-community relationships.

The third grade reading test will measure reading comprehension. The statewide performance standard on reading comprehension represents explicit expectations for primary reading. The test itself serves as a means of monitoring pupil progress. It will identify children who are below the performance standard in essential reading skills. By publicly communicating expectations, as well as the results of testing to parents, school-community relations are enhanced.

The DPI Bureau for Education Statistics and Testing in cooperation with a committee of educators develops the test. The test is consistent with the recommendations in *A Guide to Curriculum Planning in Reading*, the DPI-published guide that defines reading comprehension.

Administrative Rule

PI 8.01(2)(r). 1. The department shall develop a standardized reading test for pupils in grade 3. The department shall annually provide the test to all school district boards and score and report the results. Each school district board shall annually administer the test to all pupils in the school district enrolled in grade 3. Standardized refers to test objectives and items, test related materials, test administration procedures, the testing schedule, and the scoring and reporting procedures and formats. The department shall provide guidelines to assist school districts in testing and excluding from testing pupils with special needs, including pupils with exceptional educational needs under ch. 115, subch. V, Stats., and pupils with limited English proficiency under ch. 115, subch. VII, Stats. Each school district shall develop and adopt a district policy related to the testing and exclusion from testing of pupils with exceptional educational needs under Chapter 115, subch. V, Stats., and pupils with limited English proficiency under ch. 115, subch. VII, Stats.

2. The department shall report each school district's test results, for the school district and for each school in the district, to the school district board.

3. The department shall report aggregate statewide pupil achievement data to each school district for the purpose of local evaluation of school district test performance in relation to statewide performance.

4. The department shall establish achievement performance standards and shall report the achievement level to each school district board in relation to the standards.

Definition of Terms

Achievement performance standard. The level of minimally acceptable performance for a third grade reader. A statewide committee of educators established the performance standard, which is indicated as a number of items correct. (Not a legal definition; provided for guidance only.)

Department guidelines. The written directions for test administration and suggested ways to interpret and use test results, along with issues to consider when deciding whether or not to test LEP and EEN students. (Not a legal definition; provided for guidance only.)

Related Standards

Standard (c). Third grade reading test results will serve as one tool for evaluating the effectiveness of K-4 remediation.

Standard (k). Reading test results may be used to fulfill a portion of the curriculum program evaluation requirements.

Standard (n). Reading test results may be used to help identify children at risk.

Standard (o). The results of the reading test *may* be included in the annual performance disclosure report.

Standard (s). If a district judges the third grade reading test to be aligned with its curriculum, this test will meet one of the K-5 requirements for reading achievement testing.

Meeting Standard (r)

Requirement	Example of Documentation
Test all third graders in the district, except those exempted from testing under LEP and EEN guidelines.	• Student results for each year of testing.
Adhere to guidelines established by the department regarding timelines, test security, and test administration.	• A description of district testing procedures.
Adhere to the guidelines developed by the department for LEP and EEN students.	• EEN and LEP policies and indications of testing decisions regarding these students.
Use the results of the third grade reading test for the purpose of evaluation of school district test performance in relation to statewide performance.	• A description of how the test results were used for evaluation purposes.

Questions and Answers

1. **Who develops the third grade reading test?**
   The DPI Bureau for Education Statistics and Testing, in cooperation with a statewide committee of educators, develops the test. Included on the committee will be reading specialists, elementary school teachers, testing experts, university professors, and school administrators.

2. **Who pays the costs of scoring and reporting?**
   The DPI pays the costs of scoring and reporting.

3. **How long is the test?**
   Although there is no time limit, the test takes approximately two hours to complete. It is given in two sessions on two consecutive days.

4. **When is the test administered?**
   The test is administered in the spring each year.

5. **What is the test like?**
   The test is based on the definition of reading described in *A Guide To Curriculum Planning in Reading* published by the DPI. Although the performance standard is based only on the reading comprehension questions on the test, information about reading strategies, prior knowledge, and attitudes toward reading is collected for the purpose of analyzing results on the comprehension questions.

6. **Is the third grade reading test identical to the third grade reading competency test?**
   No, they are separate tests.

7. **Can districts use the third grade reading test to meet the K-5 testing requirements of Standard (s) or the Competency-Based Testing (CBT) Program ?**
   Yes, if the test matches their curriculum and instruction. Three factors may influence a district's decision about whether to use the third grade reading test to meet part of the Standard (s) testing requirements: 1) the reading test has a performance standard established by the DPI; 2) the test must be administered during a specific time period set by the department; and 3) test results are available in May.

8. **What kind of information does the DPI report to the school districts?**
   The DPI provides results for each student as well as results for each class, school, district, and the state.

9. **When are the results of testing returned?**
   Districts receive reports shortly after the spring testing period.

10. **Does the DPI help districts use the test results for program evaluation?**
    Yes, the department has developed written materials and also offers workshops to assist districts to use the results of the third grade reading test.

11. **Are districts required to report the results of the third grade reading test to the community?**
    No, the department must report the results of testing to the school board. It is the responsibility of the board to make decisions regarding further dissemination. However, if the test is used to meet the elementary reading test requirement of Standard (s), public disclosure of results is required by Standard (o).

12. **Does the third grade test reflect the current view of reading outlined in the DPI's *Guide to Curriculum Planning in Reading?***
    Yes, the third grade test is developed using the definition of reading and the goals described in the guide.

DPI Resources

Personnel

Bureau for Education Statistics and Testing
Tom Stefonek, Director
(608) 266-1782

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

John Bell, Standards Consultant
(608) 267-9264

Programs

The Bureau for Education Statistics and Testing administers four student testing programs: the Wisconsin Competency-Based Testing (CBT) program, the Standard (r) Third Grade Reading Test program, the National Assessment of Educational Progress (NAEP) program, and the CESA/DPI Testing Service. Materials and technical assistance are available.

Publications

Wisconsin Department of Public Instruction. *A Guide to Curriculum Planning in Reading*. Madison, WI: DPI, 1991 reprint.

_____. *Improving Wisconsin Public School Testing Programs: With A Special Look At Pupil Competency-Based Testing*. Madison, WI: DPI, 1983.

_____. *Strategic Learning in the Content Areas*. Madison, WI: DPI, 1990 reprint.

_____. *Third Grade Reading Test Handbook*. Madison, WI: DPI, 1988.

Other Resources

Bloom, B.S., G.F. Madaus, and J.T. Hastings. *Evaluation to Improve Learning*. New York: McGraw Hill, 1981.

Mehrens, W.A., and I.J. Lehmann. *Educational Measurement and Evaluation in Education and Psychology*. 3rd. ed. New York: Holt, Rinehart and Winston, 1984.

Pearson, P. D., and D. Johnson. *Teaching Reading Comprehension*. New York: Holt, Rinehart and Winston, 1984.

Achievement Tests

Each school board shall:

(s) Using achievement tests that are aligned with the school district's curriculum, test all of the pupils enrolled in the school district in reading, language arts and mathematics at least twice in grades kindergarten to 5, at least once in grades 6 to 8, and at least once in grades 9 to 11. This paragraph does not apply to any school district participating in the competency testing program under s. 118.30, Wis. Stats.

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Achievement Tests

Overview

Standard (s) requires school districts to test student achievement in language arts, mathematics, and reading at four different grade levels each year. Students must be tested twice in kindergarten through grade 5, once in grades 6 through 8, and once in grades 9 through 11.* Achievement tests must be closely aligned with each district's curricular objectives.

Considerable research has been devoted to identifying the characteristics of effective schools. Among these characteristics are: clearly defined educational goals, high pupil expectations, frequent monitoring of pupil progress, and maintenance of effective school-community relationships.

Once district goals have been clearly established by meeting related Standard (k), a district's achievement testing program serves to monitor a student's progress through the curriculum. An achievement testing program aligned with a district's curriculum will help districts determine if language arts, mathematics, and reading programs are accomplishing stated goals.

As resources permit, DPI will assist districts with curriculum and test alignment, test selection, and the interpretation of results.

Administrative Rule

PI 8.01(2)(s). Each school district board shall test all of the pupils enrolled in the school district in reading, language arts and mathematics at least twice in grades kindergarten through 5, at least once in grades 6 through 8, and at least once in grades 9 through 11. The school district board shall use achievement tests that are aligned with the school district's curriculum and which measure pupil achievement in relation to curriculum objectives identified under par. (k). The department shall provide guidelines to assist school districts in testing and excluding from testing pupils with special needs, including pupils with exceptional educational needs under ch. 115, subch. V, Stats., and students with limited English proficiency under ch. 115, subch. VII, Stats. Each school district shall develop and adopt a district policy related to the testing and exclusion from testing of pupils with exceptional educational needs under ch. 115, subch. V., Stats., and pupils with limited English proficiency under ch. 115, subch. VII., Stats. A school district's participation in the competency testing program under s. 118.30, Stats., meets the requirement of this paragraph.

Definition of Terms

Achievement test. An examination which measures student success in mastering the objectives in a school district's curriculum. (Not a legal definition; provided for guidance only.)

**A school district participating in the Competency Based Testing (CBT) program under s. 118.30, Stats., meets the requirements of Standard (s). CBT districts are required to test once in grades K-5, once in grades 6-8, and once in grades 9-11*

Alignment. The degree to which an achievement test measures the objectives of a district's curriculum. The degree of alignment required under the CBT program is 80 percent. This match may also be used as a helpful guide under this standard. (Not a legal definition; provided for guidance only.)

Related Standards

Standard (c). Reading achievement test results may be used to help determine which students are in need of reading remediation in reading as well as a source of information regarding the effectiveness of remediation.

Standard (k). Achievement test results may be applied to fulfill a portion of the program evaluation requirements for reading, mathematics, and language arts.

Standard (n). Achievement test results can be used to help identify students who may be at risk.

Standard (o). The results of the achievement tests must be included in the annual performance disclosure report.

Standard (r). The state-developed third grade reading test may be used as one of the required reading tests in grades K-5.

Meeting Standard (s)

Requirements	Example of Documentation
Test all students in reading, language arts, and mathematics, except those exempted from testing under exceptional educational needs (EEN) and limited English proficiency (LEP) guidelines: **– twice in grades K-5*** **– once in grades 6-8** **– once in grades 9-11**	• Reports of student test results. • Copies of tests used. • Timeline for test administration.
Assure that achievement tests administered in compliance with Standard (s) are aligned with the curriculum for grade levels tested.	• Description of procedures used to assure alignment of the tests with curricular objectives which meet the requirements of Standard (k).

**A school district participating in the CBT program under s. 118.30, Stats., meets the requirements of Standard (s). CBT districts are required to test once in grades K-5, once in grades 6-8, and once in grades 9-11.*

Questions and Answers

1. **What does a district have to do to be in compliance with this standard?**
   Select achievement tests aligned with the local curriculum and test all pupils enrolled in the district in mathematics, reading, and language arts twice in grades K-5, once in grades 6-8, and once in grades 9-11.

2. **How does this standard relate to Wisconsin's voluntary Competency Based Testing Program?**
   Full implementation of the CBT program satisfies the requirement of Standard (s).

3. **How can a district deal with pupils with special needs?**
   The inclusion or exclusion of EEN students should be specified in the student's Individual Educational Plan (IEP). For limited English proficiency (LEP) students, the decision should be based on the student's English language proficiency. For more detailed information on testing pupils with special needs, consult the DPI EEN/LEP guidelines.

4. **Can a district use a commercial test to measure student performance in the subject areas and grade levels specified under this standard?**
   Yes, if the district can show that the objectives measured by each test are aligned with the objectives specified under Standard (k).

5. **Can a district select a test that measures some objectives which are not covered by the curriculum?**
   This is permissible, as long as a sufficient percent of the items measure the district's curriculum objectives.

6. **If a district uses an achievement test that measures part but not all of the high-priority objectives identified in its curriculum, how can it test the other objectives?**
   There are two choices. Either select another test which is better aligned with the curriculum or supplement the current test using items written locally or selected from an item collection.

7. **Must a district test all objectives included in its curriculum plans?**
   No, major skills or objectives should be tested. While a curriculum may be made up of numerous specific objectives, there are a few broad, key terminal concepts, skills, understandings, and attitudes which are most important. At the grade levels where tests will be given, there can be a number of priority or major objectives that represent the accumulation of many earlier learning objectives. It is those major objectives that should be covered on the achievement tests.

8. **Do the tests for the three curriculum areas have to be given at the same grade level?**
   No. For example, the reading test can be given in grade 6, the mathematics test in grade 7, and language arts in grade 8.

DPI Resources

Personnel

Bureau for Education Statistics and Testing
Tom Stefonek, Director
(608) 266-1782

Darwin Kaufman, Mathematics Consultant
(608) 267-9111

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Standards Implementation Section
Section Chief
(608) 267-2063

John Bell, Standards Consultant
(608) 267-9264

Publications

Wisconsin Department of Public Instruction. *Improving Wisconsin Public School Testing Programs: With a Special Look at Pupil Competency-Based Testing*. Madison, WI: DPI, 1983.

Other Resources

Alaska Department of Education. *Assessment Handbook: A Practical Guide for Assessing Alaska's Students*. Juneau: Alaska Department of Education, 1986.

Archbold, D.A., and F.M. Newmann. *Beyond Standardized Testing*. Reston, VA: National Association of Secondary School Principals, 1988.

Berk, R.A. *A Guide to Criterion-Referenced Test Construction*. Baltimore: Johns Hopkins University Press, 1984.

Mehrens, W.A., and I.J. Lehmann. *Educational Measurement and Evaluation in Education and Psychology*. 3rd ed. New York: Holt, Rinehart and Winston, 1984.

Popham, W.J. *Criterion-Referenced Measurement*. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Gifted and Talented Pupils

Each school board shall:

(t) Provide access to an appropriate program for pupils identified as gifted and talented.

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Gifted and Talented Pupils

Overview

Standard (t) requires school districts to assure that the special needs of gifted and talented students are understood and accommodated in all Wisconsin public schools from kindergarten through grade 12. The standard is consistent with the philosophy of Wisconsin school districts that children are entitled to an education commensurate with their abilities and interests.

Research continues to show that, as a group, gifted and talented children are the most underserved pupils in the public schools. Too often, these pupils are ignored, restricted, or underachieving and, if not part of the typical dropout statistics, have become in-school dropouts.

The intent of the standard is to cause schools to develop the means by which gifted/talented pupils will be identified and, once identified, provided access to a set of systematic and continuous instructional activities which are appropriate to the developmental needs of those children and youth so identified.

DPI has a full-time state consultant in gifted and talented to help local school districts in their implementation efforts. Help also may be available from CESAs and from other personnel listed in this guide. A resource directory of speakers for staff development is available through the department consultant.

Administrative Rule

PI 8.01(2)(t). 2. Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented students shall be identified as required in s. 118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations, and nominations. A pupil may be identified as gifted or talented in one or more of the categories under s.118.35(1), Stats. The school district board shall provide access, without charge for tuition, to appropriate programs for pupils identified as gifted or talented as required under ss.118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the planning of the proposed program.

Related Wisconsin Statute

S. 118.35, Wis. Stats. Programs for gifted and talented pupils. (1) In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

(2) The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.

(3) Each school board shall:

(a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

(b) Annually by August 15, report to the state superintendent the number of gifted and talented pupils who participated in a program under par. (a) in the previous school year and such other information as the state superintendent requests.

Definition of Terms

Access. An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions (from PI 8.001, Wis. Admin. Code).

Appropriate program. A systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted and talented (from PI 8.01(2)(t), Wis. Admin. Code).

Gifted and talented. Pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities (from s. 118.35(1), Wis. Stats.).

Related Standards

Standard (b). Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies to deal with those children and youth in the classroom.

Standard (e). Provide guidance and counseling services to gifted and talented students–critically important to overall program success.

Standard (k). District curriculum plans should include objectives, content, and resources which challenge the most able and most talented children in any classroom.

Standard (m). The district's plan for education for employment should give attention to the unique opportunities that are most appropriate to very bright and very talented youth.

Standard (n). Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

Standard (p). Pupils identified as gifted or talented may require special accommodation in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.

Standard (s). Data derived from a testing program may be used as part of multiple-criteria identification processes.

Meeting Standard (t)

Requirement	Example of Documentation
A plan.	• A copy of the written plan.
A person to coordinate.	• Designated coordinator. • FTE time allotment.
Identification in 5 talent categories.	• Board approved identification policy covering all categories of s. 118.35.
Use of multiple criteria.	• List of criteria being used in each category. • Minimum of 2 criteria per category.
Access, without charge for tuition, to programs.	• Policy on how students can get to options. • List of program options. • Policy on tuition payment for courses not available within district.
Appropriate programs.	• List of programming options and strategies. • Sequential and continuous list of objectives, content, and resources specifically directed to "expand the development" of talented learners.
Parental participation in program planning.	• List of parents involved. • Minutes of planning meetings.
Report by August 15 each year to the state superintendent (s. 118.35, Stats.).	• Report (PI 9300) sent to DPI.

Questions and Answers

1. **Does multiple criteria mean that children must qualify by more than one means of identification to be considered for gifted programming?**
   No. This is a funnel-down approach to identification, which we do not recommend. The purpose of using multiple criteria is that you look at or discover talent in more than one way. Consider all data as a way of profiling student characteristics and needs. If a student appears to have learning characteristics which indicate a need for differentiated programming, look for appropriate options to meet that need. Only one indication of potential giftedness in an individual student is needed to suggest specialized programming.

2. **Because many teachers regard gifted/talented programming in the regular classroom as "one more thing they have to do," they are identifying fewer children. How do we counteract this problem?**

   Teachers need to understand that programming in the regular classroom is only part of gifted programming. Also, support functions, which include teamwork with a coordinator and good staff development, with time and resources for differentiating curriculum, must be provided. If teachers are resisting identification, probably support functions and support roles need to be strengthened before successful programming in the regular classroom can be expected.

3. **Is the department "anti-testing" in terms of identification of giftedness?**
   Yes and no. To say that someone is clearly not gifted because he or she does not fit some arbitrary criterion (for example, a 130 I.Q. cut-off) is dangerous. That is playing a labeling game that denies potential that may not have been demonstrated in one narrow testing situation. But to deny giftedness when it *is* clearly demonstrated is also dangerous. It leads to mediocrity or "the equal treatment of unequals." If a child demonstrates potential, whether it be on a test, through a performance, or some other means, accept the data and use it. Look at all students' abilities through multiple means (including testing) and provide all with the best instructional fit possible.

4. **Can students receive high school credit for high school courses taken while in middle school?**
   No and yes. According to s. 118.33, Stats., the High School Graduation Standards, and PI 18.02 definitions, "high school grades" means grades 9-12. Therefore, by law, students must be enrolled in grades 9-12 while completing the 13 credits required by the graduation rules. The most asked question in this area refers to high school algebra or geometry taken before graduation from 8th grade. Middle school students taking these courses or any other courses, should receive note of having completed them on a high school transcript.

   Colleges with selective admissions policies will care that the courses have been completed, but look primarily to see that higher level courses have then been taken. Grades for the advanced courses, which are significant to college admission, should be given. However, the students are usually in ninth grade before they reach an advanced placement level of instruction.

   Few high achieving gifted students lack credits for graduation unless they wish to graduate early and here is where the answer to the question is "yes." Should a school district wish to give credit retroactively for students needing credits to graduate early, such accommodations can be made, usually after the sophomore year. The graduation standards rule allows for pupils with "exceptional education needs," and this includes gifted. Also the rule applies to the 13 mandated credits, not to the minimum of 8.5 additional credits determined by the local school board.

   One more point of clarification: the rule was not intended to restrict or punish bright kids, but to encourage all students to take (or continue to take) courses in the mandated disciplines in high school. According to gifted education, any student with the ability and sustained interest to be radically accelerated in middle school should be encouraged to continue (at a higher, deeper, broader level) study in that discipline or general talent area. That would constitute "appropriate programs" according to standard (t).

5. **Standard (t) and s. 118.35, Stats., give parents the power to specify what a district must provide as gifted programming?**

   No, but it does give parents the right to expect that "appropriate programming" will be offered. They can expect school districts to provide the best possible smorgasbord of enrichment, acceleration, counseling, and differentiated curriculum options. If school districts are sincere in their efforts to provide comprehensive services for all potentially gifted students and the best programming match for individual students, they should have no trouble in working cooperatively with legitimately concerned parents.

6. **Is it a requirement to identify students in all five talent areas in kindergarten?**

   Yes, the law requires identification and programming in grades K-12. However, the identification procedures can be informal and do not necessitate labeling or separating kindergartners from their classmates. Regarding kindergartners with exceptional abilities (reading, writing, or mathematics), you can bring the appropriate curriculum to them or take them to the curriculum (cluster grouping with other classes for parts of the day).

7. **Is there any problem with a variety of starting points for identification in the five talent areas (for example, writing in grade 2, art in grade 3, dance in grade 5)?**

   No, legally stratified identification procedures are allowable. However, philosophically this does not correspond with the integrated gifted education model we are proposing. At any grade level, if you have students who are recognized as having exceptional abilities in writing, art, dance, and so forth, appropriate educational services should be provided. For example, children in grades K-1 who are writing fantastic poems, stories, even "books," should not have to wait until second grade for support to develop this talent.

8. **Is it permissible to provide programming activities which would meet the requirements of Standard (t) without a formal identification process - more of a "revolving-door" model?**

   What is meant by "formal" identification - arbitrary cutoffs, labeling, an "in" vs "out" of "the program" approach? If so, this is not recommended. Identification should be viewed as a process or paradigm for discovering potential and providing appropriate programming activities. Programming should not be viewed as a separate entity known as "the program," but as comprehensive services which are integrated with the total educational plan. Many districts are using a revolving door model of identification. This is fine. Others are developing an assess-and-educate approach to training teachers to screen all students on characteristics of giftedness in relation to the curriculum and learning activities. DPI prefers such a diagnostic-prescriptive process of identification.

9. **If junior and senior high schools have accelerated mathematics and science classes, honors courses, and seminars, will they be in compliance?**
   Not necessarily. However, they may be if there is evidence that a process of identifying students is in place and that such courses are appropriate to the needs of all those identified.

10. **Does "parental involvement" mean parent input into an overall district program? Or does it mean the involvement of parents in the development of specific programs to meet their own gifted child's needs?**
The literal, minimal interpretation of the rule suggests that the type and extent of parental involvement in the development of gifted and talented programs is a local district option.

11. **What is meant by "specific academic areas"?**
Academic areas are the knowledge domains taught in the school. Traditionally, these are mathematics, science, language arts, social studies, and foreign language. Other subjects, such as vocational areas, may be added to this list.

12. **What is a systematic and continuous program?**
A continuous program is one that begins with identification in the early grades and runs through graduation. A systematic program brings a logical structure and organization to the student's educational plan. The student's needs are identified, and the program is built to meet those needs.

DPI Resources

Personnel

Bureau for School Improvement
Robert Gomoll, Director
(608) 266-2658

Consultant
(608) 266-3560

Standards Implementation Section
Section Chief
(608) 267-2063

Larry Rush, Standards Consultant
(608) 266-5514

Publications

Clasen, D.R., and R. Clasen. *Gifted and Talented Students: A Step-by-Step Approach to Programming*. Madison, WI: DPI, 1990 reprint.

Wisconsin Department of Public Instruction. *Getting Your School Ready for the Gifted*. Madison, WI: DPI, 1986.

_____. *Summer Educational Opportunities*. Madison, WI: DPI, 1990.

_____. *Wisconsin Resources in Gifted Education. A Directory*. Madison, WI: DPI, 1990.

Other Resources

Wisconsin Association of Educators of Gifted/Talented
c/o Meredith Weber
P.O. Box 45
Herbster, WI 54844-0097
(715) 774-3707

Wisconsin Council for Gifted and Talented
c/o Toini Mandelin
3621 West Allenton Avenue
Greenfield, WI 53221
(414) 282-8352